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Classroom Capers: Creating a Magazine

Language

Including:

The Magazine Tour
The Interview
The Advertisement
The Review
The Image
The Short Story
The News Report
The Published Magazine

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A Unit for Grade 4

Written by:

Susan Perry, Jill Lacey, Mary Gervais (Project Leader)

Length of Unit: approximately: 25 hours

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Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

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A Unit for Grade 4
Written by:

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Durham Catholic District School Board

Based on a unit by:

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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Classroom Capers: Creating a Magazine
Language A Unit for Grade 4

Task Context

The unit Classroom Capers: Creating a Magazine sets the stage for students to create a classroom magazine based on the curriculum and events occurring in the students' classroom. The unit provides an organizational tool and idea bank for teachers to use while exposing students to the components, organization, and process of publishing a magazine. The unit focuses on further developing the students' acquisition and application of the four categories of skills in language: reasoning, communicating, organizing, and applying language conventions found in all three strands of the Language curriculum, with a particular emphasis on the writing process. Students use knowledge and skills in reading, writing, and oral and visual communication acquired through the unit to collaborate and produce a classroom magazine.

The learner in a Catholic school works effectively as an interdependent team member and apply effective communication, decision-making, problem-solving, and time and resource management skills as he/she collaborates in the formulation of a classroom magazine which reflects gospel values. While working as a reader, writer, and communicator in an individual and group setting, the Catholic learner acts morally, and legally, and thinks critically about the meaning and purpose of work as he/she investigates, writes, and reports to produce a magazine. As students read, write, present, and share their magazines they use and integrate the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems used to enhance the quality of life.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 5d - Catholic Graduate Expectation - A Collaborative Contributor: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 5h - Catholic Graduate Expectation - A Collaborative Contributor: Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.
CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
CGE 7g - Catholic Graduate Expectation - A Responsible Citizen: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Task Summary

Classroom Capers: Creating a Magazine
Language A Unit for Grade 4

This unit allows students to develop and build their language skills in the context of creating a classroom magazine. Throughout each subtask, students have the opportunity to participate in activities which develop the learners' ability to communicate ideas and information for a variety of purposes and for specific audiences using the conventions of written language; read materials for different purposes; express, respond to, and communicate ideas, topics, and opinions in oral and visual formats. In the final demonstration of knowledge and skills, students take on the roles of employees, working for a magazine to create a magazine reflective of the rights and responsibilities of Canadian citizens. The culminating task requires the learner to collate a magazine which supports the morals, values, and teachings of the Catholic Church.

Culminating Task Assessment

In this culminating task, students use the knowledge and skills they have developed throughout the unit to collate the contents of their magazines. Students work in groups. Students select at least two pieces of writing from each member of their group to create the group's magazine. The magazines must contain at least two of the following: interviews, advertisements, reviews, images (character collages, photo essays), short stories, and investigative reports. Each student can also contribute advertisements and illustrations. Each student has a final opportunity to review and refine their skills as they collate their group's magazine. Students work as a team to design their magazine's title, cover, and layout. While creating their magazines, the students read and use written materials effectively to present information and ideas clearly and honestly, and with sensitivity to others. The individual student's work is evaluated and assessed throughout the unit and upon final submission as part of the group magazine.

Catholic Graduate Expectations
CGE 3d - The Catholic learner will make decisions in light of gospel values with an informed conscience.
CGE 5g - The Catholic learner will achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 5a - The Catholic learner will work effectively as an interdependent team member.

Links to Prior Knowledge

In order to begin work on this unit and create the various components of the magazine, students need to be able to:
- distinguish between fact and fiction;
- organize information into short paragraphs that contain a main idea and related details;
- identify and restate the main idea in a piece of writing, and cite supporting details;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level;
- proofread and correct final drafts;
- identify basic elements of text, e.g., different size of print and basic techniques that help to convey messages in print and media materials;
- contribute ideas appropriate to the topic in group discussions and listen to the ideas of others;
- create a variety of simple media works.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations (student's prior knowledge, amount of time available). Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

1. It is suggested that this unit not be completed at the beginning of the school year, as it is lengthy and may be difficult for some students earlier in the year. Students require understanding, exposure to, and practice with the writing process, along with the development of reading and oral and visual communication skills.

2. This unit is designed to act as a generic organizational tool and idea bank to assist teachers in further developing the students' ability to communicate effectively in reading, writing, and presenting information orally and visually. Teachers may incorporate into the magazine other curriculum areas such as short stories, novels, science, and social studies. For example, while doing Subtask 2 The Interview, students can create an interview with a person being studied in Social Studies or in Science.

3. The subtasks are ordered based on prior knowledge, as well as building upon new skills being learned and developed. The unit incorporates all three strands with an emphasis on the writing process.

4. Spelling, grammar, and punctuation expectations are not addressed specifically; however, teachers are encouraged to continue with the study of these written conventions within the Language program, as they are inherent in all tasks.

5. In Subtask 3, the concepts of bias and stereotypes are introduced. Tips and activities are provided to teach students about bias and stereotypes. Teachers are strongly recommended to access the Teaching and Learning Companion and review the suggestions and activities outlined. Throughout all the subtasks, teachers need to monitor all materials and discuss issues with the students to ensure they understand that what they create reflects our Catholic values.

6. In each subtask, there is a Catholic introductory activity which is meant to assist students with connecting their Catholic faith to the world they live in.

7. Throughout the unit, the writing process must be reviewed and emphasized. The BLMs included or other sources commonly used in your classroom should be used to assist students with their reading and writing process.

8. Teachers must create a warm, caring, and safe environment to foster a positive attitude towards students with special needs. Teachers are encouraged to focus on the strengths and abilities of the students to ensure success can be achieved.

9. The subtasks allow for many different learning styles in the class: kinesthetic, interpersonal, intrapersonal, verbal linguistic, and visual spatial. Prior to the unit, it is strongly recommended that teachers read the section on Learning Styles found in the Teaching and Learning Strategies Companion. There are many suggestions to assist teachers in this area.

10. When possible, access local resources to enhance your unit, e.g., local writers, parish newsletters,

diocesan newsletters, local publications, Internet sources, people of interest to interview, books, movies, and magazines, and/or arrange a tour of a newspaper if possible. The Reading and Writing Exemplars are used with this unit. Teachers are encouraged to use their classroom resources such as novels, anthologies and other textbooks available.

11. This unit presents cross-curricular connections from math, social studies, science, and the arts. For specific expectations and strategies for cross-curricular applications refer to Notes to Teacher in each subtask.

12. If teachers and students have access to computer technology, they are encouraged to select and use programs to enhance their work.

13. Teachers are encouraged to read to their class every day from many genres to enrich the subtasks. Reading from the Bible throughout the day should model good reading skills.

14. Teachers need to review materials that students share in order to ensure that they reflect our gospel values.

15. Teachers are cautioned that they should ensure that any media forms used have been previewed and authorized.

16. Teachers should teach a lesson on how to read, record, and summarize key points using their own words. This lesson should address plagiarism and the legal repercussions of using someone else's work.

17. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

18. The criteria for each subtask are found in the rubric and should be shared with the students in advance. Students should be encouraged to use a portfolio for this unit. Students' work samples should be assessed (either written or orally) so students can make final revisions. This formative assessment allows students opportunities to grow and learn through the process. Once students have completed their revisions, work should be placed in the portfolio in order that a final grade can be given to the overall portfolio contents. This final grade should be assigned at the completion of the unit. Subtask 1 is meant to be a diagnostic assessment in order to make adjustments to successive subtasks. Subtask 8 should be a compilation of many students' work. It is suggested that each student contribute at least two pieces of written work for assessment purposes and that the magazine contain at least two items for each section as outlined in the culminating task.

19. A wide range of BLMs are provided for individual and group work. Teachers can select the BLMs most appropriate for their students, substitute other formats such as charts, and/or use forms with which the students are already familiar.

20. Students can complete BLM U.1 following any group activity.

Surveys
Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all to questionnaires and surveys.

URLs

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

1 The Magazine Tour

Students are introduced to the culminating task, in order for them to develop an understanding of their roles as employees of a magazine. Students work in small groups or in pairs to examine and communicate the components of a magazine. Collaboratively, students identify and communicate the various jobs, e.g., editor, photographer, reporter, etc., and the necessary skills, e.g., proofreading, writing, the ability to be creative, etc., required in the publishing industry to produce a magazine.

Catholic Graduate Expectations
CGE 5d- The Catholic learner will find meaning, dignity, fulfillment and vocation in work which contributes to the common good.
CGE 5h- The Catholic learner will apply skills for employability, self employment and entrepreneurship relative to Christian vocation.

2 The Interview

Students participate in a variety of activities to develop an understanding of the various skills necessary to conduct an interview. Students may choose to interview a fictional character in a book, a historical figure, a family member, friend, etc. Skills, such as composing appropriate and relevant questions, using quotation marks, revising, and editing are taught for the written component of this subtask.

Catholic Graduate Expectations
CGE 2a- The Catholic learner will listen actively and critically to understand and learn in light of the gospel values.
CGE 2c- The Catholic learner will present information and ideas clearly and honestly, and with sensitivity to others.
CGE 5e- The Catholic learner will respect the rights, responsibilities and contributions of self and others.

3 The Advertisement

Students study and compare an assortment of advertisements, e.g., movie ads, product ads, classified ads, want ads, etc., to gain an understanding of what each contains. Students create their own magazine advertisements and use various conventions of texts to reinforce their understanding of ideas (e.g., illustrations, diagrams, captions) and create a media work.

Catholic Graduate Expectations
CGE 2c- The Catholic learner will present information and ideas clearly, honestly and with sensitivity to others.
CGE 2e- The Catholic learner will use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good of all.
CGE 7g - Catholic Graduate Expectation - A Responsible Citizen: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

4 The Review

Students read and examine various types of reviews (book, movie, music, play, etc.). Students may need to review the differences between fiction and non-fiction materials and the main elements of a story. Students write two reviews: one focussed on a piece of fiction and one focussed on a piece of non-fiction. Students present and share one of their reviews. In this subtask, students make inferences/judgments and develop their own opinions about what they read on the basis of evidence.

Catholic Graduate Expectations
CGE 2b- The Catholic learner will read, understand and use written materials effectively.
CGE 2c- The Catholic learner will present information and ideas clearly, honestly and with sensitivity to others.

5 The Image

Students examine multiple sources of pictorial images and captions found in a variety of print materials (e.g., assorted advertisements, book covers, CD covers, commercials, and cartoons) that are used to convey messages, give information, and sequence events. They create a variety of visual images to convey meaning. They produce pieces of writing using materials from other media to enhance their writing and communicate a main idea about a topic using various media techniques.

Catholic Graduate Expectations
CGE 2e- The Catholic learner will use and integrate Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 3b- The Catholic learner will create, adapt, and evaluate new ideas in the light of the common good.

6 The Short Story

Students review the basic elements of short stories (plot, central idea, characters, setting, etc.) by being exposed to a variety of types/genres of literature (fantasy, fable, legend, drama, etc.). Students use various organizers (webs, story maps, outlines, etc.) to plan, develop, write, share, and present an original short story. In this subtask, students organize and develop ideas using paragraphs to tell a story.

Catholic Graduate Expectations
CGE 2b- The Catholic learner will read, understand and use written materials effectively.
CGE 2d- The Catholic learner will write and speak fluently.

7 The News Report

Students read, view, and examine news reports to understand the components and features. Students plan, research, and prepare a report on an event, e.g., medieval unit, school play, or a community event. In this subtask, students write for more complex purposes, stating their own interpretation of an event or written work, using evidence from their own knowledge and experience. They communicate a main idea about a topic and describe a short sequence of events.

Catholic Graduate Expectations
CGE 3e- The Catholic learner will adopt a holistic approach to life by integrating learning from various subject areas and experience.
CGE 2a- The Catholic learner will listen actively and critically to understand and learn in light of gospel values.

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

8 The Published Magazine

In this culminating task, students use the knowledge and skills they have developed throughout the unit to collate the contents of their magazines. Students work in groups. Students select at least two pieces of writing from each member of their group to create the group's magazine. The magazines must contain at least two of the following: interviews, advertisements, reviews, images (character collages, photo essays), short stories, and investigative reports. Each student can also contribute advertisements and illustrations. Each student has a final opportunity to review and refine their skills as they collate their group's magazine. Students work as a team to design their magazine's title, cover, and layout. While creating their magazines, the students read and use written materials effectively to present information and ideas clearly and honestly, and with sensitivity to others. The individual student's work is evaluated and assessed throughout the unit and upon final submission as part of the group magazine.

Catholic Graduate Expectations
CGE 3d - The Catholic learner will make decisions in light of gospel values with an informed conscience.
CGE 5g - The Catholic learner will achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 5a - The Catholic learner will work effectively as an interdependent team member.

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Description

Students are introduced to the culminating task, in order for them to develop an understanding of their roles as employees of a magazine. Students work in small groups or in pairs to examine and communicate the components of a magazine. Collaboratively, students identify and communicate the various jobs, e.g., editor, photographer, reporter, etc., and the necessary skills, e.g., proofreading, writing, the ability to be creative, etc., required in the publishing industry to produce a magazine.

Catholic Graduate Expectations
CGE 5d- The Catholic learner will find meaning, dignity, fulfillment and vocation in work which contributes to the common good.
CGE 5h- The Catholic learner will apply skills for employability, self employment and entrepreneurship relative to Christian vocation.

Expectations

3e3 A	• organize information into short paragraphs that contain a main idea and related details;
3e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e36 A	– identify and restate the main idea in a piece of writing, and cite supporting details;
3e38 A	– distinguish between fact and fiction;
3e63 A	– contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
3e64	– identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;

Groupings

Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

Brainstorming

Assessment

1. Observe students during this subtask to determine their level of understanding of the magazine concept. If necessary, provide additional learning/review experiences for students who require them. (See Adaptations and Notes to Teacher.) Teachers may wish to start a class chart or personal word lists of vocabulary encountered in this unit. This can be referred to for both reading and writing.
2. Make anecdotal notes as you observe the students during the brainstorming activity, e.g., type and frequency of contribution, response to contributions of others, on topic responses.
3. Students use BLM U.1 Self-Assessment: Cooperative Skills to assess their own contribution to the group task.

Assessment Strategies

Self Assessment
Observation

Assessment Recording Devices

Anecdotal Record
Rating Scale

Teaching / Learning

1.1 Catholic Connection:

1. As Catholic learners, students are asked to reflect upon the meaning of work. Students are asked to discuss what the world would be like if there were no doctors, police officers, teachers, artists, or writers. Catholic learners need to realize that it is important for people to contribute to the common good.
2. The teacher reads Acts 20: 32-35. This scripture passage discusses the fact that working hard and helping the weak can help to make us happy. Discuss the words of Jesus, " There is more happiness in giving than in receiving." Ask the students how creating a magazine can be helpful to people. Students might provide responses such as: The stories and articles might provide information to help the reader learn about the world. The contents of the magazine might provide answers to questions about certain topics.
3. Prior to students examining the set-up and the components of a magazine, introduce the concept by having students examine the Bible. Have the students look through the Bible and the table of contents. Identify and briefly discuss the two parts of the Bible: the Old Testament and the New Testament. Identify and discuss the components of the Bible: The Law, The Prophets, Writings, The Gospels, The Acts of the Apostles, the Letters, and Revelation. Refer to teacher notes for direct links to the Religion text.

1.2 Classroom Capers - Creating a Magazine:
1. Introduce the unit by informing the students that they will be creating magazines for the classroom.
2. Share with the students the expectations for the culminating task by making an overhead of BLM 8.1 Published Magazine.

1.3 Review of a Magazine:
1. Place students into small groups. Hand out magazines to each group and ask the students to review the components, layouts, and key features of them. Students should compare various types of magazines. (Suggested titles are found in the Notes to Teacher.)
2. Ask the students guiding questions such as: What do the magazine covers have in common? Take notice of the size and colour of the print. Who is the intended audience (families, skiers, horseback riders)? How does a magazine differ from watching television/movie or reading a book/the Bible? What is the magazine?
3. In their groups, students record their findings on chart paper.
4. When completed, groups take turns presenting their findings. Students should add to their own charts if/when new information is shared. When completed, the students post their charts for future reference.

1.4 Job Identification:
1. Ask students to identify and record the various jobs that are related to the publication of various types of magazines.
2. Guide students in thinking about what skills/qualifications would be necessary to do each job. Have the students participate in a brainstorming activity. Give each group a copy of the BLM 1.1 Job Web and have them brainstorm using the web. (Fill in a blank BLM for each group with one of the following jobs: writer, reporter, editor, photographer, graphic artist.) An example of student responses might include some of the following: a photographer would need a to have a good imagination, participate in photography classes, know how to work a camera, understand angles and distances. (See Bookmark in Resources.)
3. In the whole group, students share their knowledge of each position. Collate it on a giant web to be posted in the classroom.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who have difficulty analysing the magazines and/or recording the information may benefit from peer assistance.

Resources

BLM 1.1 Job Web	BLM_1.1_JobWeb.cwk
The Ontario Curriculum Exemplars Grades 1-8 Reading	Ministry of Education
Choices Into Action	Ministry of Education
Bible	
magazines	4
chart paper	2
markers	1

Notes to Teacher

1. Bring in a variety of magazines for this unit that are appropriate for student use. Ensure the content is consistent with our Catholic values. Suggested titles include: *Owl, Chickadee, Ranger Rick, Kids National Geographic, Macleans, Wild Animals, Sports Illustrated for Kids*, and other sport specific magazines. Encourage students to bring in magazines reflecting their cultural or ethnic heritage. Review all magazines for appropriateness.

2. Teachers should review the "Choices Into Action" document to make links to assist students with setting future goals.

3. The following are some of the responses to activity 1.3 of this subtask. Magazine components: title, date, sub-titles, headlines, photo/picture, attention grabbing techniques (print, colour, size, style, etc.). Usually the cover lets the reader know what is contained in the magazine. Inside of the magazine: table of contents, advertisements, activities (word puzzles, mystery puzzles, questionnaires) interviews, reports, stories, poetry, photos, etc.

4. This is an excellent place to begin discussions on bias by indicating that anyone who meets the criteria of the job description can apply for the job regardless of age, race, gender, religion, etc.

5 The activities in this subtask may need to be adapted to meet the needs of all students in the class. The activities may take longer to complete than identified.

Curriculum Connections:
Religion: Refer students to pages 22-24 in the Religion text *Come and See,* Year 4. These pages display and explain how the Bible is organized. The text also suggests how students can find their way around the Bible.
Social Studies: If reinforcement is required, a job description for government employees and/or medieval figures could be used (skills for a scribe, knight, prime minister).

Teacher Reflections

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Description

Students participate in a variety of activities to develop an understanding of the various skills necessary to conduct an interview. Students may choose to interview a fictional character in a book, a historical figure, a family member, friend, etc. Skills, such as composing appropriate and relevant questions, using quotation marks, revising, and editing are taught for the written component of this subtask.

Catholic Graduate Expectations
CGE 2a- The Catholic learner will listen actively and critically to understand and learn in light of the gospel values.
CGE 2c- The Catholic learner will present information and ideas clearly and honestly, and with sensitivity to others.
CGE 5e- The Catholic learner will respect the rights, responsibilities and contributions of self and others.

Expectations

4e17 A – use quotation marks for direct speech;
4e53 A • ask questions on a variety of topics and respond appropriately to the questions of others;
4e59 • analyse media works;
4e14 A – use a variety of sentence types correctly and appropriately (e.g., questions, exclamations);
4e7 • revise and edit their work, using feedback from the teacher and their peers;
4e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Numbered Heads
Peer Practice
Guided Exploration

Assessment

1. Make anecdotal notes about the students' ability to analyse an interview, listen attentively, contribute in a positive manner when rehearsing the interview with their peers.
2. Use BLM 2.3 The Interview - Rating Scale to assess the students' work - planning sheet, interview notes, final summary report - to assess their ability to develop questions, write an interview summary highlighting key information, and use written conventions appropriately.
3. Students complete BLM U.2 Self-Reflection.

Assessment Strategies

Self Assessment
Exhibition/demonstration

Assessment Recording Devices

Rating Scale
Anecdotal Record

Teaching / Learning

2.1 Catholic Connection:

1. In this subtask, students will be asking questions and conducting interviews. As Catholic learners, the students will listen actively to understand what the person they are interviewing is saying. The students will need to respect the rights of the people they are interviewing and report the information accurately.
2. In the Bible, many questions are posed. Write the following questions on the board and identify the passages. Refer to Notes to Teacher for the answers. 1) Who is the Greatest? Matthew 18: 1- 5; 2) What is the greatest commandment? Matthew 22: 36-37; 3) Jesus asks each of his disciples, "Who do you say I am?" Mark 8: 29-30
3. In small groups, students find the questions in the Bible and answer them.
4. Students share their answers and teachers clarify the students' understanding of the passages.

2.2 Analysing an Interview:
1. As a whole group, share an interview from a magazine of a positive role model with the students (e.g., Gandhi, Justin Trudeau, Mother Teresa). Ask the students to think about what qualities are evident in a good interview. On an overhead/chart paper/chalkboard, transcribe a few examples of exemplary questions from the interview. Discuss why these questions were exemplary focussing on their relevance to the person being interviewed and the quality of the question. Share a recorded interview ensuring that copyright guidelines are followed, if necessary. Discuss the oral skills and techniques that were used by the interviewer.
2. Put students into groups. Have each group brainstorm what they think might be required before, during, and after an interview.
3. The groups report their findings to the class.
4. Develop a list on chart paper of considerations for each stage of the interview. Post for future reference or provide a copy for each student. Discuss suitable questions that would be appropriate for each stage.

2.3 Peer Interviews:
1. Choose a student to take part in a role play situation. Model for the whole class the activity that students will participate in. Ask the students some exemplary questions that will elicit good responses. Post these questions. Discuss the questions, answers, and the process.
2. Have students work in pairs to create good questions that they can use to practise conducting an interview. Students use these questions to conduct an interview with a peer and reflect on the process.
3. Have each pair join another pair. Each pair will role play their interviews with the other pair observing and noting areas of strength and areas that could be improved. Have the pairs give each other feedback orally.

2.4 Using Quotation Marks:
1. Choose a pair of students to role play their interview in front of whole class.
2. On overhead/experience chart paper/chalkboard record the question(s) being asked and the response(s).
3. Teach the proper use of quotation marks, using the student examples.
4. Students work in their pairs and record the responses to their interview questions using quotations marks appropriately.

2.5 Conducting an Interview:
1. Students are asked to think about an interview they can conduct with a family member or family friend to gain information about some aspect of that person's life (e.g., what life was like when they were a child, an interesting hobby, a trip they may have taken).
2. Students fill out BLM 2.1 Interview Planning Sheet.
3. Students are now prepared to conduct the interview.
4. Students summarize the information from their interview on BLM 2.2 Interview Report.
5. The final product will consist of the planning sheet, the interview notes with quotation marks, as well as the final summary report.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following

suggestions.

For students who may require additional practice developing their questioning and interviewing skills, provide other opportunities (e.g., interview a custodian, teacher, secretary, or student from another grade). Pair these students with a peer who can provide support by scribing questions, offering feedback, accompanying the student, and conferencing with the student and the teacher after the additional interviewing experience.

Resources

BLM 2.2 Interview Report	BLM_2.2_InterviewReport.cwk
BLM 2.3 The Interview - Rating Scale	BLM_2.3_InterviewRateScale.cwk
BLM 2.1 Interview Planning Sheet	BLM_2.1_InterviewPlanSheet.cwk
Bible	
chart paper	2
markers	4
Interview	

Notes to Teacher

1. If students have not yet been taught proper use of quotations and varied sentence structure, a lesson is required.

2. Teachers are reminded to make sure examples of interviews are suitable for student use and are consistent with Catholic values. Students should be reminded to always use positive language when critiquing other students' work.

3. Ensure that the copyright guidelines are followed if any taped and print materials are used.

4. Refer to the Teaching and Learning Companion to gain further information on the strategy on Numbered Heads.

5. Teachers should review key learnings from the subtask. Students are reminded to use BLM U.2 Self-Reflection to identify their three key learnings to consolidate and link prior knowledge.

6. BLM 2.1 provides teachers with basic interview guidelines.

7. Teachers should also discuss with students the idea of safety when working as a reporter. This discussion could focus on safety precautions that reporters must undertake to ensure their personal safety, e.g., meet in a public place, and ensure people know where you are. This should be brought to their attention prior to Subtask 2.

Curriculum Connections:
Religion: Refer students to page 89 in the student text of *Come and See,* Year 4. The task has the students write and conduct interviews with Mary. Teachers are to refer to page 357-358 for a BLM on an Interview with Mary, in the Teacher's Manual.
Art: Students could design and create thank you cards to send their interviewee. (4a31)
Drama/Social Studies: Students could prepare and role play interviews with other characters such as the prime minister, lords, serfs, premiers.
Science: Teachers could discuss with students the necessity for asking good questions, such as in science, e.g., ask an engineer and/or a mechanic how gears work. (4s10, 4s84)

Teacher Reflections

Description

Students study and compare an assortment of advertisements, e.g., movie ads, product ads, classified ads, want ads, etc., to gain an understanding of what each contains. Students create their own magazine advertisements and use various conventions of texts to reinforce their understanding of ideas (e.g., illustrations, diagrams, captions) and create a media work.

Catholic Graduate Expectations
CGE 2c- The Catholic learner will present information and ideas clearly, honestly and with sensitivity to others.
CGE 2e- The Catholic learner will use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good of all.
CGE 7g - Catholic Graduate Expectation - A Responsible Citizen: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations

4e69 A	– identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);
4e51	– use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).
4e36	– make inferences while reading;
4e22 A	– choose words that are most effective for their purpose (e.g., to describe vividly);
4e60 A	• create media works;
4e52 A	• communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;

Groupings
Students Working Individually
Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies
Analysing Bias/stereotype
Media Analysis

Assessment

1. Use BLM 3.2 The Advertisement Rating Scale to assess students' planning template and magazine advertisements.
2. Observe and make note of the students' ability to identify bias and stereotypes in advertising.
3. Students complete BLM U.2 to reflect on their learning.

Assessment Strategies
Performance Task
Self Assessment

Assessment Recording Devices
Anecdotal Record
Rating Scale

Teaching / Learning

3.1 Catholic Connection:

1. In this subtask, students write and create advertisements using words and images. As Catholic learners, students present information in a magazine in a clear and honest manner. Discuss with the students the purpose of advertisements. The point of advertising is mostly to sell products or increase people's awareness of various products available and on the market. The product or item being advertised is

sometimes created to address personal hygiene. For example, an advertisement on toothpaste aims to help people to have healthy teeth and gums.
2. Discuss the types of advertising we find around us (e.g., billboards, t-shirts, commercials, magazines, Internet banners). Ask students what the purpose of advertising is and how it affects our purchases. Ask: Do ads always give us the correct information? Explain. How does this affect our choice of products?
3. Teachers read to the students Acts 4: 25. This passage tells us not to lie, that everyone must tell the truth because we are God's children. Discuss with students that it is their duty to speak the truth in the advertisements that they will be creating. Discuss how some ads make claims that if this product is used something will happen, e.g., tooth cleaning product, their teeth will become extremely white. Discuss with students how use of the product may not produce the predicted benefit and that some advertisements are misleading. Ask students what their opinion is of advertisers who stretch the truth or otherwise mislead consumers.

3.2 Advertising Influences:
1. To introduce this task, show students a name brand item and a no-name item. Ask them which they would choose and why. Now compare the labels and discuss how many of the contents (both brand and generic) are the same. Compare the prices. Does advertising influence your decisions? How?

3.3 Target Audiences and Messages:
1. Post four large blank sheets or divide a bulletin board into four sections. Each section will address a different target audience. Put the following headings on the sheets: male adolescents, female adolescents, male adults, female adults.
2. Working in small groups the students look through magazines, newspapers and catalogues to find examples for each category. They post the examples under the right heading.
3. As a class, examine the ads that have been chosen and discuss: What do the ads in each category have in common with each other? How are they different from the ads in the other categories? What are some of the messages that are being given to each target audience?
4. Have students examine the captions of the advertisements and discuss the purpose of the captions and the role they play in the ad (e.g., gives a snapshot of the product, attracts the reader).
5. Teachers should make students aware that advertising is a subjective form without a right/wrong formula. Teachers should record on chart paper student responses to favourite techniques.

3.4 Creating a Magazine Advertisement:
1. Use the advertisement materials from activity 3.3 to highlight and discuss advertisement techniques. In groups, students make a chart using the following headings: Basic Message; Visual Images (colour, layout, size); Catchy Words; Target Audience. Students will use the headings to identify effective techniques used in advertisements.
2. Students share their observations about effective techniques in advertisements. A class list of common, most favoured techniques should be generated and posted.
3. Go through the planning sheet, BLM 3.1 Planning Template.
4. Students plan and then create a magazine advertisement for a product of their choice. The product may be an existing product or an imagined product.
5. Provide students an opportunity to view each other's work and receive feedback in order to make corrections. Students complete BLM U.2 Self-Reflection.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may use a template or computer graphics program to create an advertisement.

Resources

BLM 3.1 Planning Template: Magazine Advertisement	BLM_3.1_MagazineAdPlanTemp.cwk
BLM 3.2 The Advertisement Rating Scale	BLM_3.2_ AdRatingScale.cwk
Bible	
magazines	4
newspapers	2
advertisements	
brand name and no name products	
catalogues	

Notes to Teacher

1. Teachers should refer to the definitions regarding Media Works found in the explanation notes of the Reading Exemplars document.

2. Bring in several different products for comparisons as required in the introductory activity, e.g., cereal boxes, footwear, T-shirts.

3. Teachers need to create an environment that is safe and secure and reflects a non-biased approach, e.g., games, books.

4. If students are struggling to find "catchy words," a lesson on adjectives and adverbs may be required.

5. Teachers should review key learnings from the subtask. Students are reminded to use BLM U.2 Self-Reflection to identify their three key learnings to consolidate and link prior knowledge.

Curriculum Connections:
Religion: Refer students to page 62 in the student text of *Come and See*, Year 4. This page highlights a Classified Want Ad for a shepherd. It provides a model for when students are completing activity 3. Teachers are to refer to page 111 in the Come and See, Year 4 Teacher's Manual for teacher directions creating the want ad. When discussing headlines with students, refer them to pages 110-111 in the student text of Come and See, Year 4. These two pages provide examples and models of headlines which call for the community to help.
Art: If access to a computer is available, students could create an advertisement using computer applications such as clip art.
Math: Survey the number of students who wear logos on their clothing and create a class graph.

Teacher Reflections

Description

Students read and examine various types of reviews (book, movie, music, play, etc.). Students may need to review the differences between fiction and non-fiction materials and the main elements of a story. Students write two reviews: one focussed on a piece of fiction and one focussed on a piece of non-fiction. Students present and share one of their reviews. In this subtask, students make inferences/judgments and develop their own opinions about what they read on the basis of evidence.

Catholic Graduate Expectations
CGE 2b- The Catholic learner will read, understand and use written materials effectively.
CGE 2c- The Catholic learner will present information and ideas clearly, honestly and with sensitivity to others.

Expectations

4e2 A	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
4e34 A	– identify the main idea in a piece of writing, and provide supporting details;
4e35 A	– identify and describe elements of stories (e.g., plot, central idea, characters, setting);
4e30 A	• state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
4e66	– listen to others and stay on topic in group discussion;
4e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Groupings
Students Working In Small Groups
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies
Advance Organizer
Review

Assessment
1. Use BLM 4.6 The Review Rating Scale to assess students' ability to write a review of fiction and non-fiction and to state their own interpretation using evidence from the work and from their own knowledge and experience. Examine their plans as well as the completed reviews.
2. Students complete BLM U.2 to reflect on their learning.

Assessment Strategies
Self Assessment

Assessment Recording Devices
Rating Scale

Teaching / Learning

4.1 Catholic Connection:
Depending on the amount of time available, teachers may wish to choose to focus on having students write a book review either of a fiction or non-fiction book.

1. As Catholic learners, students need to be able to read and understand written materials effectively. Students write reviews, make judgements, and express their opinions based on evidence from the text in a clear and honest manner.
2. Students read Matthew 7: 1-3. This scripture passage discusses the idea that before making judgements and forming our own opinions about others, we must keep in mind how we would like to be treated. Discuss with the students, that although they are reviewing written materials, they can identify aspects they do not like from the text in a kind manner, where helpful suggestions may be added.

4.2 Elements of a Short Story:
1. As a class list the elements of a good short story.
2. Read a familiar story to the students.
3. Divide students into small groups. Ask each group to write a definition for one of the elements using examples from the story to support the definition. Ask each group to share their definitions and examples from the story read.
4. Individually, students select an appropriate short story and use BLM 4.1 Reviewing a Character to practise citing evidence from a text.
5. Read another familiar story to the students and identify the parts of the plot following the model from BLM 4.3 Reviewing Plot.
6. As a whole class, using an overhead or large chart paper version, complete BLM 4.2 Reviewing Plot to gain practice in identifying steps in a plot.

4.3 How to Write a Book Review - Fiction:
1. Use BLM 4.3 How to Write a Book Review to define what a book review is and to outline the process of writing a book review. You can post this information on a chart or chalkboard, reproduce it on an overhead transparency, or provide copies for students. Give students time to read and discuss several different book reviews from magazines and newspapers.
2. Share with students the main components on BLM 4.4 Fiction Book Review. Tell students that we use our own knowledge and experiences when forming opinions and making judgements. Allow students class time to choose a story to review and to complete BLM 4.4.

4.4 How to Write a Book Review - Non-Fiction:
1. Read a non-fiction book to the class on a related curriculum theme or topic of interest to the group.
2. Make an overhead of BLM 4.5 Non-Fiction Book Review.
3. Use the non-fiction book that was read aloud to complete BLM 4.5 together. Allow time for students to choose a non-fiction book to read and review.
4. Students use BLM 4.5 Non-Fiction Book Review to plan and write a non-fiction book review.

4.5 Sharing Reviews:
1. In small groups, allow students to choose one of their reviews to share with the other group members. Encourage students to provide positive feedback and constructive suggestions.
2. Students complete BLM U.2 Self-Reflection.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

An oral book review may not be most appropriate for some students.

Some students may choose from non-fiction books pre-selected by the teacher to ensure readability.

Allow time for students to complete the activities in this subtask. Teachers may ask students to share their progress, especially students who have difficulties with organization. The activities in this subtask may need to be adapted to meet the needs of all students in your class. The activities may take longer to complete than identified.

Resources

BLM 4.3 How to Write a Book Review	BLM_4.3_ HowToBookReview.cwk
BLM 4.4 Fiction Book Review	BLM_4.4_FictionBookReview.cwk
BLM 4.5 Non-Fiction Book Review	BLM_4.5_Non-FictBookReview.cwk
BLM 4.6 The Review Rating Scale	BLM_4.6_ReviewRatingScale.cwk
BLM 4.1 Reviewing a Character Using Evidence from a Short Story	BLM_4.1_ShortStoryReview.cwk
BLM 4.2 Reviewing Plot Evidence from the Story	BLM_4.2_ReviewPlotEvidence.cwk

Bible

short stories

magazine reviews

variety of fiction and non-fiction books

chart paper

Notes to Teacher

1. It is suggested that teachers collect an assortment of appropriate reviews, e.g., movie, music, and book reviews, to provide models of different ways to write a review.

2. Remind students to use positive language when responding and making suggestions to their peers.

3. Teachers may need to guide students in the selection of their book(s) to review.

4. Teachers should review key learnings from the subtask. Students are reminded to use BLM U.2 Self-Reflection to identify their three key learnings to consolidate and link prior knowledge.

Curriculum Connections:
Math: Have students conduct surveys (e.g., how many liked this book) and create graphs. (4m101)
Technology: If students have access to a computer, encourage them to use it to enhance their work.

Teacher Reflections

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Description

Students examine multiple sources of pictorial images and captions found in a variety of print materials (e.g., assorted advertisements, book covers, CD covers, commercials, and cartoons) that are used to convey messages, give information, and sequence events. They create a variety of visual images to convey meaning. They produce pieces of writing using materials from other media to enhance their writing and communicate a main idea about a topic using various media techniques.

Catholic Graduate Expectations
CGE 2e- The Catholic learner will use and integrate Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 3b- The Catholic learner will create, adapt, and evaluate new ideas in the light of the common good.

Expectations

4e68 A – identify camera angles and distance from the subject in photographs and describe their effects on the viewer's perceptions;

4e58 A • identify several types of media works and some techniques used in them;

4e5 A • produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;

4a43 – produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);

Groupings

Students Working In Small Groups
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Advance Organizer
Guided Exploration

Assessment

1. Use BLM 5.4 to assess students' photo essays and their ability to communicate a main idea about a topic using various media techniques. Examine both the planning sheets and the final photo essay.
2. Make note of students' ability to work cooperatively and collaboratively with peers to complete a task.
3. Students reflect on their work by recording responses to the following questions about their photo essay:
- Did it communicate what you wanted? Why or why not?
- What did you like about the photo essay?
- How would you change it or do things differently another time?
4. Students can reflect on their learning by completing BLM U.2.

Assessment Strategies

Observation
Exhibition/demonstration

Assessment Recording Devices

Rating Scale
Anecdotal Record

Teaching / Learning

5.1 Catholic Connection:
1. Pictures can be defined as visual representations of an object or scene on a flat surface. Students are to read Sirach 38: 27-34. This scripture passage discusses the work of artists, who work very hard to produce lifelike images. The work of artists and craftsmen is suggested to be the same as offering a prayer. Discuss with the students how a painting, photograph, or stained glass window is like a prayer. Remind students that as a Catholic learner, all images they create must represent the social and moral teachings of the Church.

5.2 Introductory Activity:
1. Display a picture of a biblical scene (preferably one of a stained glass window). Discuss how every picture tells a story, sends a message, or tells us about a particular topic. Stained glass windows tell the story of Jesus and of our faith.
2. Discuss with students the following questions: What information can you gather from the picture? What is happening in the picture? Who or what is in the picture? Where is the setting of the picture? How does the picture make you feel? Is the picture a happy or sad one? How do you know?
3. Display a photograph of an object and an illustration of a similar object. Discuss with the students how photographs and illustrations are different. (Photographs usually give an exact, precise image of an object, while a drawing or illustration suggests an image. An illustration may be a simple version of the real object.)
4. Discuss when a photograph would be used and when a picture would be used. How would an illustration or a graphic designer make this decision?

5.3 A Lesson on Perspective:
1. Teachers conduct a mini-lesson on the elements of a photograph or of a picture by using an assortment of photographs from magazines. Discuss what defines a photograph and the specialized terms used in photography. Record the various angles and distances that are used by photographers. Talk about the different effects that are created.
2. Divide the class into small groups and distribute suitable magazines, photographs, and pictures from a variety of print media. Students analyse the photographs and identify pictures taken from different distances and camera angles. Students paste the pictures on chart paper and label the types of pictures based on the camera angles and distance. Post the picture charts in the room for the other groups to view.

5.4 The Photo Essay:
1. Teachers conduct a mini-lesson on what a photo essay is and what its components are, using the BLM 5.2 How to Create a Photo Essay. Explain to the students that the pictures found in a picture book are a type of photo essay as they are laid out in an organized manner and relay a message or outline the central idea of the book. Briefly review the elements of a short story (plot, character, central idea, and style). Not all photo essays are sequential in this way but all are organized purposefully. Share with students a variety of examples of photo essays from anthologies, textbooks, or magazines.
2. Divide the class into small groups and provide each group with an assortment of pictures. Students organize these pictures to tell a story. The groups display the pictures on large pieces of Bristol board to represent the plots of the stories. Students give the photo essays titles and write captions for each picture.
3. Students present their group photo essay to the whole class. Each member of the group should have an opportunity to present a component of the photo essay.
4. Individually, students create their own photo essay. Provide the students with BLM 5.3 Planning a Photo Essay. The photo essay will present a subject in an organized manner. The students may choose their own topic (e.g., a chronological representation of their own life, a family members' life, a pictorial essay on the different landscapes found across Canada, ways to demonstrate care for the environment). Students may use real photographs, take pictures, use pictures from magazines, or draw their own.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may use fewer pictures in their photo essay and/or may have longer time to complete the assignment.

Resources

- **BLM 5.1 What is a Photograph?** BLM_5.1_WhatIsAPhotograph.cwk
- **BLM 5.2 How to Create a Photo Essay** BLM_5.2_HowToPhotoEssay.cwk
- **BLM 5.3 Planning a Photo Essay** BLM_5.3_PlanningPhotoEssay.cwk
- **BLM 5.4 Photo Essay Rating Scale** BLM_5.4_PhotoEssayRateScale.cwk
- **Bible**
- **photos**
- **old books**
- **magazines and other print media**
- **bristol board**
- **8 X 11 paper**

Notes to Teacher

1. Before the lesson, collect a diverse array of pictures and images on a variety of topics. Include in the picture repertoire biblical images from calendars, books, magazines, pictures of stained glass windows, and an assortment of photographs.

2. Ensure all print materials are appropriate for the students and suitable to the task.

3. When photographing students/teachers within the school, ensure that written permission has been given to take the photograph and display it.

4. When conducting the mini-lesson on elements of a photograph, put the picture/photograph on an overhead in order for the whole class to view.

5. When creating the character collage, students may wish to create a new imaginary character. A collage is an artistic composition consisting of flat materials painted on a picture surface.

6. Invite a local photographer to explain the elements of photography and to share his or her work.

7. Use old books, catalogues, and magazines.

8. When doing the photo essay it is suggested that it be linked to Science (the environment) or Social Studies (Canadian landscapes). In Subtask 5, teachers may suggest students use the photo essay assignment to address environmental issues in their community and Canada. Students need to be aware that the media is a powerful tool to convey messages regarding environmental and safety issues.

9. If possible, access a school camera to use with students.

10. BLM 5.1 provides information about photographs.

11. Teachers should review key learnings from the subtask. Students are reminded to use BLM U.2 Self-Reflection to identify their three key learnings to consolidate and link prior knowledge.

12. An example of an alternate or extension activity is:
Discuss the characteristics of a collage. (See Bookmark in Resources.) Individually, students create a character collage based on a character from a novel, short story, or historical figure studied in class. Students choose pictures from different sources of print, or draw their own illustrations that describe or illustrate what the character is like. Students may wish to draw an outline, or any shape on the paper, to frame the pictures to form the collage. Students identify the title of the character collage, e.g., Tom Sawyer, Sir Lancelot. Post the character collage up in the classroom or in the library and have students conduct a gallery walk to view the collages.

13. This unit is designed to act as a generic organizational tool and idea bank to assist teachers in further developing students' ability to communicate effectively in reading, writing, and presenting information orally and visually. Teachers may incorporate other curriculum areas, such as short stories, novels, science, and social studies into the magazine. For example, while doing Subtask 2 The Interview, students can create an interview with a person being studied in Social Studies or in Science.

14. The subtasks are ordered based on prior knowledge, as well as building upon new skills being learned and developed. The unit incorporates all three strands with an emphasis on the writing process.

15. Throughout the unit, the writing process must be reviewed and emphasized.

16. The subtasks allow for many different learning styles in the class: kinesthetic, interpersonal, intrapersonal, verbal linguistic, and visual spatial. Prior to the unit, it is strongly recommended that teachers read the section on Learning Styles found in the Teaching and Learning Strategies Companion. There are many suggestions to assist teachers in this area.

Curriculum Connections:
Religion: Refer students to pages 107-108 in the student text. Students could create their own bulletin board filled with scenes of Jesus touching and healing. Refer the students to pages 134-135. Students could create their own stained glass windows depicting the Stations of the Cross or other biblical scenes. Use the BLM in the Teacher's Manual on pages 365 and 366.
Science: Have students make a pinhole camera. (This is referenced in Energy and Control: Grade 4, Light and Sound Energy - design, make, and test an optical device, e.g., a periscope, a kaleidoscope.) Instructions can be found in many science textbooks and encyclopedias. Discuss how the pinhole camera works. Take pictures within the school.

Teacher Reflections

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Description

Students review the basic elements of short stories (plot, central idea, characters, setting, etc.) by being exposed to a variety of types/genres of literature (fantasy, fable, legend, drama, etc.). Students use various organizers (webs, story maps, outlines, etc.) to plan, develop, write, share, and present an original short story. In this subtask, students organize and develop ideas using paragraphs to tell a story.

Catholic Graduate Expectations
CGE 2b- The Catholic learner will read, understand and use written materials effectively.
CGE 2d- The Catholic learner will write and speak fluently.

Expectations

4e42	– identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters);
4e7 A	• revise and edit their work, using feedback from the teacher and their peers;
4e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
4e3 A	• organize and develop ideas using paragraphs (e.g., to tell a story);
4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);
4e39 A	– retell a story by adapting it for presentation in another way (e.g., as a dramatization);
4a50	• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (e.g., techniques used in the activity of "inner and outer circle");
4e5 A	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;

Groupings

Students Working In Small Groups
Students Working In Pairs
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Tableau
Story Mapping
Writing Process

Assessment

1. Use BLM 6.5 The Short Story Rating Scale to assess students' work - story map and completed story.
2. Students use BLM U.1 to self-assess their ability to work cooperatively in groups.
3. Students use BLM U.2 to reflect on their learning.

Assessment Strategies

Conference
Self Assessment
Exhibition/demonstration

Assessment Recording Devices

Rating Scale
Anecdotal Record

Teaching / Learning

6.1 Catholic Connection:

1. As learners in Catholic schools, students need to think and write reflectively as they create and communicate their ideas. The Grade 4 Religion curriculum examines the Gospels found within the New Testament. Review or discuss the terms *gospel* and *parable*. (Parables are stories that Jesus told to tell us about God and to provide a message about the way we can be witnesses to God. The word gospel means good news. The gospels tell stories that help us remember the life of Jesus.) Read one of the following scriptures on the Purpose of Parables: Matthew 13: 10-16; Luke 8: 9-10; or Mark 4:10-12. Discuss with the whole class the meaning of the Purpose of the Parable.
2. Divide the students into small groups. Each group is assigned a parable to read from the Bible. Students may read silently or take turns reading aloud within their groups. Some suggested parables are the Parable of the

Sower, Matthew 13: 18-23; Parable of the Weeds, Matthew 13: 24-30; Parable of the Mustard Seed, Luke 13: 18-19, Parable of the Pharisee and the Tax Collector; Luke 18: 9-14; and the Parable of the Good Samaritan, Luke 10: 25-37.
3. Discuss the parables and their messages.

6.2 The Tableau:
1. Explain the term *tableau* to students. (A tableau is a purposeful arrangement of a group of people representing a moment frozen in time.) Inform the students that they will be presenting the tableaux in a series, to communicate the plot of a story of their own choosing (see Teaching/ Learning Companion).
2. Students work in small groups. Allow time for the students to choose a short story and read it, e.g., a parable, a fable, or a science fiction story. Students plan and prepare their tableaux. Students are encouraged to find or make simple props that might be useful for their presentation. The groups need to work collaboratively to decide the number, the order, and configuration for each tableau. Students choose a recorder to write down their plan of action or outline for the tableau. Students identify the role of each member in the group and identify their specific duty/task.
3. Students present their tableaux to their peers. Ask the audience the following questions after each presentation: What was the plot? Who were the characters? What were the characters feeling? Where was the setting? What was the main idea or message of the parable or short story? Whose point of view was the story or parable written and presented from?

6.3 Character Web and Plot Diagrams:
1. Share with the students that an interesting character is essential in writing a story, along with a good plot line. Discuss the term *character traits* with the class. (Character traits describe the character, e.g., brave, kind, selfish.) Ask students to identify ways character traits are shown in a story.
2. Divide the students into groups and provide them with a bag. Inside each bag is a picture of a character, e.g., a young girl, an old man. Include in the bag, pictures or items that tell the student about the character and items that will provide clues for a potential problem, e.g., a handwritten note, a shoe, a broken locket.
3. Provide students with BLM 6.2 Character Web or chart paper and a model. In the same groups, students identify possible ideas for conflict or the problem that the character will experience. Students use the middle of BLM 6.3 Plot Diagram to identify the conflict and the spokes will be used to sequence ideas for the plot line.
4. Students share the character ideas and plot line ideas with their peers. Each group may take turns sharing the contents of their bags and their webs, or students may share ideas with only one or two groups.

6.4 Sequencing Stories:
1. Provide students with a story that is presented out of sequence. The paragraphs could be presented on individual cards. In pairs, the students read and organize the separated paragraphs into proper sequence. After the students have sequenced their paragraphs, have the pairs write a brief explanation outlining the reasoning behind their organization of the story.
2. Provide students with a copy of the story in order for them to assess their ability to sequence the story. Have the students take note of any differences between their organization of the story and the original. If the students' story sequence is different, have them analyse it to see if their version makes sense.

Choose either activity 6.5 Writing a Parable or 6.6 Writing a Story.

6.5 Writing a Parable:
1. Make an overhead of BLM 6.1 Writing and Analysing Parables. Use a familiar story, fable, fairy tale, or parable to fill in the chart together.
2. Students choose a parable from the Bible to read. They rewrite the parable in a modern day setting to convey the same central idea and message. Students could also write the parable from a different character's point of view. For example, if the students were to rewrite the Good Samaritan story, the point of view could be from the man lying on the side of the road.
3. Students use the BLM 6.1 to plan and write their parable. They use the same plot line from the parable they are rewriting.
4. Students revise and edit their parable using an appropriate checklist.
5. Invite students to share their revised parables. Students may read their stories aloud or exchange them with other students.

6.6 Writing a Story:
1. Provide students with BLM 6.4 Story Map and discuss its format. Students use the BLM to plan and write their own story. The emphasis of the story will be on developing an interesting character and an interesting plot line. Students may use some of the information generated earlier in a group, e.g., character traits, plot sequence or develop original ideas of their own using BLMs 6.2 and 6.3 to brainstorm and develop their ideas.
2. Students will use an appropriate checklist to revise and edit their story. Students may wish to exchange stories and conduct peer editing.
3. Provide opportunities for the students to share their stories with their peers and with other classes within the school.

Assessment/Evaluation
Conduct conferences with individual students about the writing process and the use of their planning sheets. Discuss the strengths of their writing. Provide feedback on their writing with suggestions for students to use when they make their final selections and revisions for their magazine.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Review the elements of plot before students write their own short story in activity 6.4.

If you have access to the parables in a children's story book, use it to accompany the Bible text of the parable. The pictures and simplified language may assist some students in their comprehension of the story.

It is suggested the activities be broken down and conducted over several days. The activities may take longer to complete than identified.

If students are having a difficult time identifying a story line or genre type in an activity, use one that has previously been studied in class. For example, students may write a fantasy, a humourous, or a science fiction story. Some students may require more structure to assist them with their writing.

Resources

BLM 6.1 Writing and Analysing Parables	BLM_6.1_AnalyzeWriteParable.cwk
BLM 6.2 Character Web	BLM_6.2_CharacterWeb.cwk
BLM 6.3 Plot Diagram	BLM_6.3_PlotDiagram.cwk
BLM 6.4 Story Map	BLM_6.4_StoryMap.cwk
BLM 6.5 The Short Story Rating Scale	BLM_6.5_StoryRatingScale.cwk
The Reading Exemplars	The Ministry of Education
Bible	
short stories	
bags and character props	
cut up texts or a story cut into paragraphs	

Tableau

Notes to Teacher

1. It is suggested that prior to, and throughout the unit, teachers read and expose students to a variety of genres.

2. Teachers may need to review proper sentence and paragraph structure prior to the subtask to assist the students with their writing. Use various resources such as a spelling text, and language and grammar books.

3. If possible, invite a local author or writer (newspaper writer) from the community to share their stories, and inform the students of the process they go through as they write.

4. Teachers should review key learnings from the subtask. Students are reminded to use BLM U.2 Self-Reflection to identify their three key learnings to consolidate and link prior knowledge.

Curriculum Connections:
Religion: Refer students to Unit 3, Jesus as a Storyteller. Throughout this unit, there are a number of stories and parables that can be used with this subtask. There are many writing and story activities suggested throughout the student text and teacher's manual. Have the students write stories from the point of view of a saint or other historical figure.
Social Studies: Have students write stories about medieval characters or other historical figures. The stories could highlight how people lived their lives in different centuries.
Science: Have students write stories from the point of view of a scientist who invents a piece of technology being studied in one of the science strands.

Teacher Reflections

Description

Students read, view, and examine news reports to understand the components and features. Students plan, research, and prepare a report on an event, e.g., medieval unit, school play, or a community event. In this subtask, students write for more complex purposes, stating their own interpretation of an event or written work, using evidence from their own knowledge and experience. They communicate a main idea about a topic and describe a short sequence of events.

Catholic Graduate Expectations
CGE 3e- The Catholic learner will adopt a holistic approach to life by integrating learning from various subject areas and experience.
CGE 2a- The Catholic learner will listen actively and critically to understand and learn in light of gospel values.

Expectations

4e1 A	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
4e2 A	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
4e41 A	– begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);
4e53	• ask questions on a variety of topics and respond appropriately to the questions of others;
4e7	• revise and edit their work, using feedback from the teacher and their peers;
4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;

Groupings

Students Working In Pairs
Students Working In Small Groups
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Advance Organizer
Writing Process
Discussion
Guided Exploration

Assessment

1. Use BLM 7.4 to assess students' ability to plan and write factual reports.
2. Observe and make note of students' ability to work cooperatively in groups, to distinguish between fact and fiction, and to identify the components of a news report.
3. Students complete BLM U.2 to reflect on their learning.

Assessment Strategies

Observation
Essay
Self Assessment

Assessment Recording Devices

Rating Scale
Anecdotal Record

Teaching / Learning

7.1 Catholic Connection:
1. In this subtask, students research an event and report on it by collecting facts, and listening actively and critically to understand and learn in light of gospel values. Discuss with the students what the term *report* means. (A report is a transmitted account of something.) Students read Exodus 23: 1-9. Discuss the meaning of the scripture passage on Justice and Fairness. (The passage instructs people not to spread false rumours.) Instruct students that it is their responsibility to report the true facts when conducting an investigative news story.

7.2 Code of Ethics:
1. Remind students that words are very powerful and they must be careful when choosing words to communicate information and news. Discuss with the class the term *Code of Ethics*. Explain that different professions make promises about how they will do their job and about their responsibility. As a classroom of reporters, each member must follow the guidelines that govern their behaviour. Reporters must be cautious that what they print is their own and that it is not plagiarized in any way, and that what they report should reflect our faith.
2. Show students a sample code of ethics from any profession. Discuss what it deals with, how it is expressed, and what it says. Students can also consider the rules for organized groups such as Brownies or Scouts, or others they may have experience with. Teachers must include various organized groups to reflect the diversity of their classroom.
3. Students work in small groups to create their own Code of Ethics as reporters. Students are asked to identify and list five duties or responsibilities. As a classroom of reporters, each member must follow the guidelines that govern their behaviour, which should reflect our faith.
4. Each group presents their Code of Ethics orally. The students collaboratively create a class "Reporter's" Code of Ethics. Students record the Code of Ethics statement on paper and place it in their magazine portfolio.

7.3 Facts and Opinions:
1. Ask the students what the difference is between a fact and an opinion. Record their answers on the board. Discuss the difference between factual reports and opinion reports.
2. Students read in pairs a news article from a magazine, reading anthology, or a newspaper. They use two different coloured markers to indicate statements that are facts and statements that are opinions.
3. Draw a T-chart on the board with the headings Fact and Opinion to record students' responses. Students need to cite evidence from the text to support their claim of whether or not a statement is a fact or an opinion, using direct quotations from the text.

7.4 The News Report:
1. Divide the class into small groups. Provide them with an array of magazines that contain reports. Students read and analyse one report found within the magazine. Inform the students that they need to pay attention to words that are in large, bold, colour print, and italicized. Have them identify what kind of information was in the introduction.
2. Students record and present noticeable features of the report. Have the groups read aloud some of the headings used in the report. Identify some of the topics presented in the report.
3. Identify and discuss the components of a news report (BLM 7.1). Discuss with the class that the questions who, what, when, where, why, and how are usually answered in a news report.
4. Provide students with a news report from a magazine, newspaper article, or a report found in a reading anthology. Students read the report and analyse it.
5. Make an overhead of BLM 7.2. Students share and discuss their answers as a class. Record correct responses from the students on the overhead so they can assess and correct themselves.

7.5 Writing an News Report:
1. Review BLM 7.3 Writing A News Report. Discuss the process involved in writing such a report with the students.
2. Provide more opportunities for students to read (individually, in pairs, or in groups), news reports in order to assist them in their writing. Allow time for students to discuss the different reports.
3. Brainstorm with the students topics they can use for reports, e.g., class science experiment, opening a new gym, school play, or sporting event. Identify resources whereby students can collect information. Review the techniques for interviewing people and collecting information for the report. Review the code of ethics needed when writing a report.
4. Students use BLM 7.2 to write their plan. Allow sufficient time for students to conduct their research. Students need to include direct quotations from people in their news report.
5. Have the students exchange their articles and peer edit the news report using an appropriate checklist.
6. Students include an illustration or a picture and a caption to accompany their report.

7.6 Writing an Opinion Report:
1. Explain to the students that they will repeat the same process as in activity 7.5, except that they are allowed to interpret the events and include their opinions as they explain an event. Students write their opinion report on an

event that happened in the past.
2. Review point of view with the students and remind them that in their planning, they are expressing their own point of view.
3. Individually, in pairs, or in groups, provide more opportunities for students to read opinion reports in order to assist them in their writing. Allow time for students to discuss the different reports.
4. Brainstorm with the students topics for their opinion reports.
5. Students use BLM 7.2 to write their plan. Allow sufficient time for students to conduct research. Students may or may not include direct quotations from people in their news report.
6. Have the students exchange their reports and peer edit the news report using an appropriate checklist.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs could be provided with an organizer for the sections of the report. Students could complete an oral report.

Resources

BLM 7.1 News Report	BLM_7.1_NewsReport.cwk
BLM 7.2 The News Report	BLM_7.2_TheNewsReport.cwk
BLM 7.3 How to Write A News Report	BLM_7.3_HowToWriteReport.cwk
BLM 7.4 The Report Rating Scale	BLM_7.4_ReportRatingScale.cwk
Bible	
magazines	4
newspapers	2
chart paper	2
markers	4

Notes to Teacher

1. If you have access to a television and cable, have the students watch a clip from a news report (ensure that the copyright guidelines are followed for any taped and print materials).

2. When creating the Code of Ethics, students may choose five statements that are similar to create their code. Students who have differing opinions need to be heard, with a discussion of why they may disagree with a particular statement. Teachers may wish to make their Code of Ethics statement longer or shorter than five statements depending on the needs of the class. Teachers need to address the issue of plagiarism with students and may suggest that this be included in the Code of Ethics. Students may come up with the following statements to include in their code: one must report the truth; one must report the facts; one must be accurate and fair when reporting; one must respect the privacy of people whom they may wish to interview.

3. Choose an appropriate news story that contains both fact and opinion in order to prepare students for writing a factual and opinion report. Teachers need to be mindful of the copyright restriction of the article chosen for the activity.

4. When recording student responses about fact and opinion, teachers may need to prompt and guide the students to assist them in distinguishing between fact and opinion.

5. Prior to the writing of the opinion report, it is suggested that teachers conduct a review or a lesson on how to conduct research and paraphrase facts. Many language manuals and language guides provide tips on conducting research.

6. Allow an appropriate length of time between the writing of the factual report and the opinion report.

7. Teachers should review key learnings from the subtask. Students are reminded to use BLM U.2 Self-Reflection to identify their three key learnings to consolidate and link prior knowledge.

8. Factual Report: This type of report is based on facts and reports what actually happened. For example, this type of writing may report on what happened during a Science class experiment, a basketball game, or a school play. The reporter writes only what he/she hears and sees. The reporter does not report his/her opinions.

Opinion Report: This type of report is based on facts that have been interpreted or judged by the writer. This type of writing may report on the troubles a city or country is experiencing. The reporter writes the facts and tries to explain the event. For example, the writer shares his/her opinion about what happened during the Crusades and how it affected the lives of the peasants during medieval times.

Curriculum Connections:
Religion: Refer students to page 126 in the student text, *Come and See*, Year 4, subtheme 22. The text invites the students to act as detectives and investigate, using the Bible, why Jesus was arrested.
Science: Students could do an investigative report on a science experiment.

Teacher Reflections

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Description

In this culminating task, students use the knowledge and skills they have developed throughout the unit to collate the contents of their magazines. Students work in groups. Students select at least two pieces of writing from each member of their group to create the group's magazine. The magazines must contain at least two of the following: interviews, advertisements, reviews, images (character collages, photo essays), short stories, and investigative reports. Each student can also contribute advertisements and illustrations. Each student has a final opportunity to review and refine their skills as they collate their group's magazine. Students work as a team to design their magazine's title, cover, and layout. While creating their magazines, the students read and use written materials effectively to present information and ideas clearly and honestly, and with sensitivity to others. The individual student's work is evaluated and assessed throughout the unit and upon final submission as part of the group magazine.

Catholic Graduate Expectations
CGE 3d - The Catholic learner will make decisions in light of gospel values with an informed conscience.
CGE 5g - The Catholic learner will achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 5a - The Catholic learner will work effectively as an interdependent team member.

Expectations

4e56 A	• contribute and work constructively in groups;
4e60 A	• create media works;
4e67 A	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);
4e51	– use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).
4e7 A	• revise and edit their work, using feedback from the teacher and their peers;
4e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
4e25 A	– label and use pictures and diagrams appropriately;

Groupings

Students Working Individually
Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

Collaboration

Assessment

1. Assess the written work by each individual student using the rubric.
2. Assess the group's magazine and planning sheets using BLM 8.4. Conference with each group to provide feedback.
3. Make notes on the students' ability to work as interdependent team members and to make decisions collaboratively.
4. Students complete BLM U.2 to reflect on their learning.

Assessment Strategies

Performance Task
Self Assessment
Observation
Conference

Assessment Recording Devices

Rubric

Teaching / Learning

8.1 Catholic Connection:

1. In this subtask, students work as interdependent team members, who will make decisions based on

gospel values and an informed conscience while creating, revising, and editing a classroom magazine. Discuss with students how the gospels came to be. Discuss how Jesus did not leave any written records for his people. Instead, the word of God was passed on through oral accounts. The stories were kept alive in the memories of people. Eventually, early followers of Jesus wrote the gospels to spread the good news. In the earliest days of writing, a type of paper was made from a reed called the papyrus. The inside parts of the reeds were cut up and crushed forming a type of wet sheet. Once the crushed sheet dried, it was rolled into a scroll. The purpose of this discussion is to explain how the Bible was put together. Discuss how compiling the Bible and a magazine are the same and how they are different.
2. Have the students read Luke 1:1-5. This scripture passage discusses how people have done their best to use writing to record things they have seen, to proclaim God's message in an orderly manner so that people will know the truth. Discuss with the students how it is their duty to create a magazine that speaks the truth, informs people about various matters, and promotes the values of the Church.

8.2 Planning the Magazine:
1. Review BLM 8.1 The Published Magazine with the class. Identify and discuss the components of the magazines, the duties of the team members, and the duties of the individual students.
2. Use the rubric to discuss the evaluation criteria for the final published magazines. Highlight that students will be assessed individually on their pieces in the group published magazines and as a group on their collaborative skills, decision-making skills, and the final impression of the magazines.
3. Provide students with BLM 8.2 Planning a Magazine. Discuss the planning process identified in the handout. Ask students to suggest ways to choose the selections for the magazines.
4. Review with students the elements of published texts, e.g., size, style, and colour of print, catchy titles and captions, and an interesting image on the front cover.
5. Provide students with BLM 8.3 Planning Sheet for Publishing a Magazine. Discuss the planning sheet with them.
6. Have the students divide into their working teams to design the magazines.
7. See BLM 8.4 The Magazine Rating Scale for criteria for the magazines.

8.3 Publishing the Magazine:
1. Students share the contents of their magazine portfolios with their group members and provide a brief description of the contents of each item.
2. The teams use BLM 8.2 and BLM 8.3 to plan and publish their magazines. Students identify and decide upon a method for choosing the selections. For example, students may decide that each student will choose what he/she believes to be the best pieces of writing, they may want to read aloud all the selections, or they may decide to choose pieces based on a theme. Groups develop and write their plan for creating their magazine.
3. Students revise and edit their own personal selections based on the teacher's evaluations and from the input of their team members.
4. Students compile and collate the final published magazine. All work must be revised, edited and proofread.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Teachers are cautioned to adapt the criteria for this task to suit the specific performance levels found within the classroom. Teachers should consult the Special Education Companion for accommodations and enrichment ideas/suggestions.

Resources

Culminating Task Rubric	
BLM 8.1 The Published Magazine	BLM_8.1_PublishedMagazine.cwk
BLM 8.2 Planning a Magazine	BLM_8.2_PlanningAMagazine.cwk
BLM 8.3 Planning Sheet for Publishing a Magazine	BLM_8.3_PlanSheetMagzine.cwk
BLM 8.4 The Magazine Rating Scale	BLM_8.4_MagazineRatingScale.cwk
Bible	
magazines	4

Notes to Teacher

1. Teachers may wish to review and/or have the students examine various magazines to identify effective magazine covers, titles, layouts, and illustrations.

2. Teachers may wish to include other elements in the publications. These could include word puzzles, poetry selections, and/or letters to the editor. Teachers should also consider adding a Catholic dimension to the magazines that could include monthly feasts and celebrations, dedication to a Canadian Saint, school parish connections, e.g., parish events.

3a. Optional: Publication Launching Party
Teachers may wish to hold a publication launching party. Students act in role as a member of the publication team. The teachers and students may wish to have refreshments for the launching party with appropriate awareness of food allergies. Teachers may invite members of the school community to participate in the publication launching. This is an excellent opportunity to honour diversity in the classroom, e.g., types of food, community partners.

3b. Optional: Presenting the Published Magazines
Each magazine team in the class may present their magazine in a simulated publication launching party. After the magazines have been presented, allow time for students to read each others' magazines. Provide time for the students to receive feedback from their peers about their magazines. Have the magazine teams reflect upon the experience. Have the students write a summary statement evaluating the effectiveness of their magazine. Have students address what they like about their magazine, what they would change, and how they could improve it.

4. After the students in the classroom have had ample time to view and read the magazines, the school library may be a good place to store the magazine collection.

5. Students could use a computer application to create a cover and publish stories.

Curriculum Connections:
Art: Students could identify the elements of design, colour, shape, and space used in the layout and design of their magazine.
Drama: Launching party - acting in role.

Teacher Reflections

Appendices

Classroom Capers: Creating a Magazine

Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Rubric

- ☐ **Culminating Task Rubric** — ST 8
  2

Blackline Master / File

- ☐ **BLM 1.1 Job Web** — ST 1
  BLM_1.1_JobWeb.cwk
- ☐ **BLM 2.1 Interview Planning Sheet** — ST 2
  BLM_2.1_InterviewPlanSheet.cwk
- ☐ **BLM 2.2 Interview Report** — ST 2
  BLM_2.2_InterviewReport.cwk
- ☐ **BLM 2.3 The Interview - Rating Scale** — ST 2
  BLM_2.3_InterviewRateScale.cwk
- ☐ **BLM 3.1 Planning Template: Magazine Advertisement** — ST 3
  BLM_3.1_MagazineAdPlanTemp.cwk
- ☐ **BLM 3.2 The Advertisement Rating Scale** — ST 3
  BLM_3.2_ AdRatingScale.cwk
- ☐ **BLM 4.1 Reviewing a Character Using Evidence from a Short Story** — ST 4
  BLM_4.1_ShortStoryReview.cwk
- ☐ **BLM 4.2 Reviewing Plot Evidence from the Story** — ST 4
  BLM_4.2_ReviewPlotEvidence.cwk
- ☐ **BLM 4.3 How to Write a Book Review** — ST 4
  BLM_4.3_ HowToBookReview.cwk
- ☐ **BLM 4.4 Fiction Book Review** — ST 4
  BLM_4.4_FictionBookReview.cwk
- ☐ **BLM 4.5 Non-Fiction Book Review** — ST 4
  BLM_4.5_Non-FictBookReview.cwk
- ☐ **BLM 4.6 The Review Rating Scale** — ST 4
  BLM_4.6_ReviewRatingScale.cwk
- ☐ **BLM 5.1 What is a Photograph?** — ST 5
  BLM_5.1_WhatIsAPhotograph.cwk
- ☐ **BLM 5.2 How to Create a Photo Essay** — ST 5
  BLM_5.2_HowToPhotoEssay.cwk
- ☐ **BLM 5.3 Planning a Photo Essay** — ST 5
  BLM_5.3_PlanningPhotoEssay.cwk
- ☐ **BLM 5.4 Photo Essay Rating Scale** — ST 5
  BLM_5.4_PhotoEssayRateScale.cwk
- ☐ **BLM 6.1 Writing and Analysing Parables** — ST 6
  BLM_6.1_AnalyzeWriteParable.cwk
- ☐ **BLM 6.2 Character Web** — ST 6
  BLM_6.2_CharacterWeb.cwk
- ☐ **BLM 6.3 Plot Diagram** — ST 6
  BLM_6.3_PlotDiagram.cwk
- ☐ **BLM 6.4 Story Map** — ST 6
  BLM_6.4_StoryMap.cwk
- ☐ **BLM 6.5 The Short Story Rating Scale** — ST 6
  BLM_6.5_StoryRatingScale.cwk
- ☐ **BLM 7.1 News Report** — ST 7
  BLM_7.1_NewsReport.cwk
- ☐ **BLM 7.2 The News Report** — ST 7
  BLM_7.2_TheNewsReport.cwk
- ☐ **BLM 7.3 How to Write A News Report** — ST 7
  BLM_7.3_HowToWriteReport.cwk
- ☐ **BLM 7.4 The Report Rating Scale** — ST 7
  BLM_7.4_ReportRatingScale.cwk
- ☐ **BLM 8.1 The Published Magazine** — ST 8
  BLM_8.1_PublishedMagazine.cwk
- ☐ **BLM 8.2 Planning a Magazine** — ST 8
  BLM_8.2_PlanningAMagazine.cwk
- ☐ **BLM 8.3 Planning Sheet for Publishing a Magazine** — ST 8
  BLM_8.3_PlanSheetMagzine.cwk
- ☐ **BLM 8.4 The Magazine Rating Scale** — ST 8
  BLM_8.4_MagazineRatingScale.cwk
- ☐ **BLM U.1 Self-Assessment: Cooperative Skills** — Unit
  BLM_U.1_SelfAssessCoopSkill.cwk
- ☐ **BLM U.2 Self-Reflection** — Unit
  BLM_U.2_SelfReflection.cwk

Classroom Capers: Creating a Magazine

Language A Unit for Grade 4

Print

- ☐ **And Who Are You?** — Unit
  Nelson Canada
  0-17-606606-3
- ☐ **Bible** — ST 1
- ☐ **Bible** — ST 2
- ☐ **Bible** — ST 3
- ☐ **Bible** — ST 4
- ☐ **Bible** — ST 5
- ☐ **Bible** — ST 6
- ☐ **Bible** — ST 7
- ☐ **Bible** — ST 8
- ☐ **Choices Into Action** — ST 1
  Ministry of Education
- ☐ **Come and See** — Unit
  Born of the Spirit Canadian Catechetical Series
- ☐ **Reading Exemplars** — Unit
  Ministry of Education
- ☐ **The Ontario Curriculum Exemplars Grades 1-8 Reading** — ST 1
  Ministry of Education
- ☐ **The Reading Exemplars** — ST 6
  The Ministry of Education
- ☐ **Times to Share** — Unit
  Nelson Canada
  0-17-606607-1
- ☐ **Write on Track A Handbook Young Writers, Thinkers, and Learners** — Unit
  Nelson Canada
  0-669-43280-6
- ☐ **Writing Exemplars** — Unit
  Ministry of Education

Material

- ☐ **8 X 11 paper** — ST 5
- ☐ **advertisements** — ST 3
- ☐ **bags and character props** — ST 6
- ☐ **brand name and no name products** — ST 3
- ☐ **bristol board** — ST 5
- ☐ **catalogues** — ST 3
- ☐ **chart paper** — ST 1
  2
  per group
- ☐ **chart paper** — ST 2
  2
  per group
- ☐ **chart paper** — ST 4
- ☐ **chart paper** — ST 7
  2
  per group
- ☐ **cut up texts or a story cut into paragraphs** — ST 6
- ☐ **magazine reviews** — ST 4
- ☐ **magazines** — ST 1
  4
  per group
- ☐ **magazines** — ST 3
  4
  per group
- ☐ **magazines** — ST 7
  4
  per group
- ☐ **magazines** — ST 8
  4
  per group
- ☐ **magazines and other print media** — ST 5
- ☐ **markers** — ST 1
  1
  per group
- ☐ **markers** — ST 2
  4
  per group
- ☐ **markers** — ST 7
  4
  per group
- ☐ **newspapers** — ST 3
  2
  per group
- ☐ **newspapers** — ST 7
  2
  per group
- ☐ **old books** — ST 5
- ☐ **photos** — ST 5

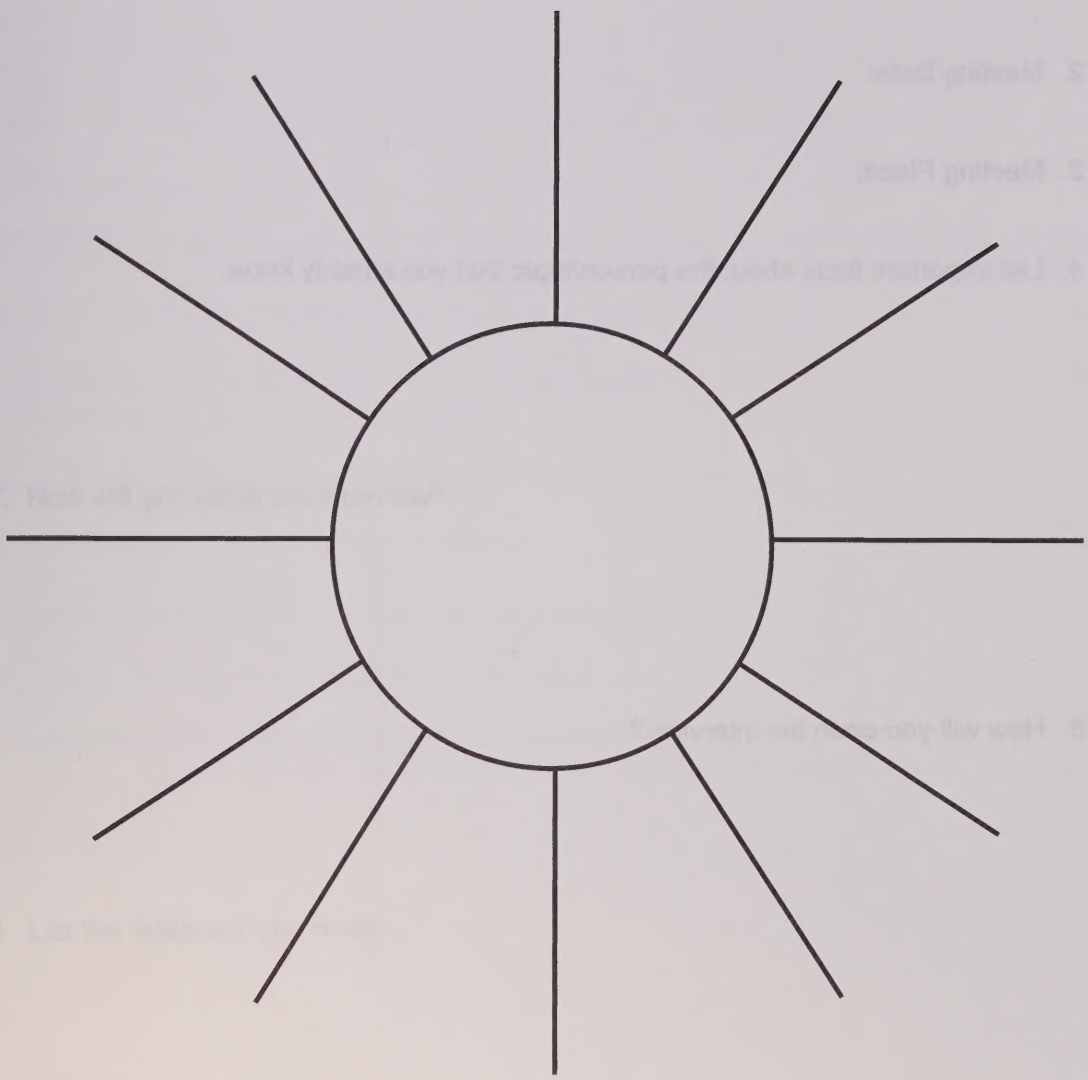
- ☐ short stories ST 4
- ☐ short stories ST 6
- ☐ variety of fiction and non-fiction books ST 4

Companions Bookmark

- ☐ Interview ST 2
- ☐ Tableau ST 6

BLM 1.1

Job Web



Interview Planning Sheet

Name: _____

1. Subject/person:

2. Meeting Date:

3. Meeting Place:

4. List important facts about the person/topic that you already know:

5. How will you open the interview?

Interview Planning Sheet

Name: _____

6. List your questions in order:

7. How will you close the interview?

8. List the materials you need:

Interview Report

Name: _____

Introduction: Introduce the person you interviewed.

Body: Choose the most interesting responses to three or four of your questions and summarize in your own words what you learned or found out.

Closing: Reflect on what you learned about the person/topic. Now I understand that..... In conclusion, I learned that..... or, I want to find out more about...

The Interview - Rating Scale

Name: _____

Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of the required knowledge and skills.
Level 3- student generally demonstrates the required knowledge and skills.
Level 4- student thoroughly demonstrates the required knowledge and skills.

1. Completes planning sheet.	1	2	3	4
2. Creates effective questions.	1	2	3	4
3. Prepares for the interview, e.g., researched person and topic.	1	2	3	4
4. Asks varied questions and responds appropriately to the interviewee, e.g., follow-up questions.	1	2	3	4
5. Identifies and summarizes the key elements of the interview.	1	2	3	4
6. Presents information clearly and honestly.	1	2	3	4
7. Uses quotation marks to indicate direct speech.	1	2	3	4
8. Uses a variety of sentence types in final report.	1	2	3	4
9. Proofreads final work for correct grammar, spelling, and punctuation.	1	2	3	4

Comments:

Planning Template: Magazine Advertisement

Name: _____

Name:

Date:

Brand Name and/or Product:

Basic Message:

Visual Image (colour, layout, size):

Catchy Words:

Target Audience:

BLM 3.2

The Advertisement Rating Scale

Name: _____

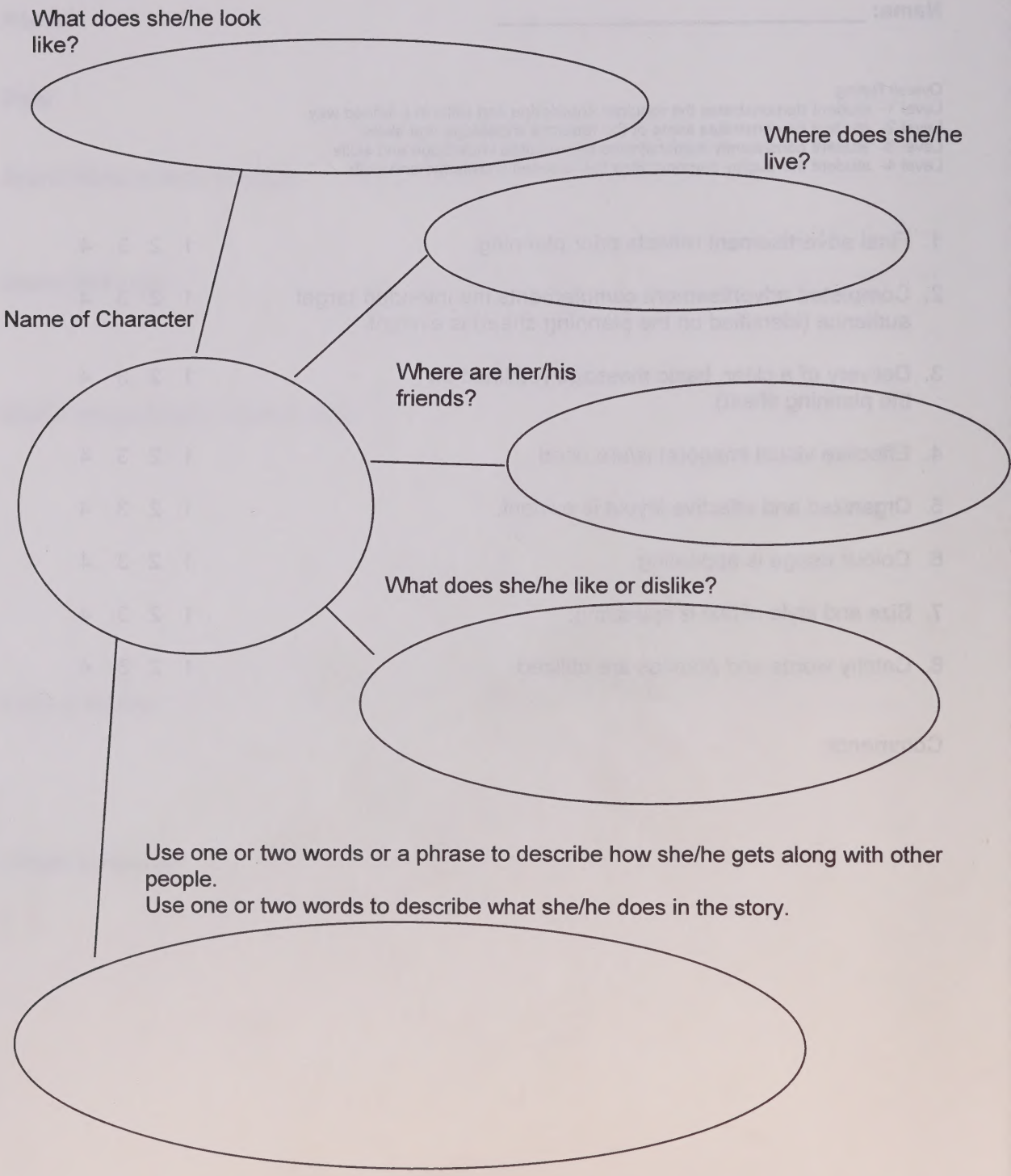
Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of the required knowledge and skills.
Level 3- student consistently demonstrates the required knowledge and skills.
Level 4- student thoroughly demonstrates the required knowledge and skills.

1. Final advertisement reflects prior planning.	1 2 3 4
2. Completed advertisement complements the intended target audience (identified on the planning sheet) is evident.	1 2 3 4
3. Delivery of a clear, basic message (outlined on the planning sheet).	1 2 3 4
4. Effective visual image(s) is/are used.	1 2 3 4
5. Organized and effective layout is evident.	1 2 3 4
6. Colour usage is appealing.	1 2 3 4
7. Size and style of text is appealing.	1 2 3 4
8. Catchy words and phrases are utilized.	1 2 3 4

Comments:

BLM
4.1

Reviewing a Character Using Evidence from the Story


What does she/he look like?
Where does she/he live?
Name of Character
Where are her/his friends?
What does she/he like or dislike?
Use one or two words or a phrase to describe how she/he gets along with other people.
Use one or two words to describe what she/he does in the story.

BLM 4.2

Reviewing Plot Using Evidence from the Story

What events happened in the beginning of the story?

List in order a few of the problems the character encountered.

What is the main problem?

What was the most exciting part of the story?
How did the problem explode? (climax)

How was the problem resolved?

How to Write a Book Review

A **book review** is a way for a reader to express his or her opinions about a piece of writing. A reader may or may not enjoy a book, or may only enjoy parts of the book. There are two types of book reviews: a fiction book review and a non-fiction book review. The process for reviewing both types of books is the same.

A book review discusses four main ideas:

- ☐ The first part of the book review answers the question, "what is the book about?"
- ☐ The second part of the book review tells what you liked about the book.
- ☐ The third part of the book review tells what you did not like about the book, or what you felt was missing in the book.
- ☐ The fourth part of the book review sums up what you thought of the book overall. Sometimes, the book review may end with what you learned from the book.

Pre-writing:

- ☐ Choose a book that looks interesting to read.
- ☐ Read the book.
- ☐ As you read the book, keep in mind the elements of a story, e.g., characters, plot, setting, theme.
- ☐ Ask yourself questions about what you liked and disliked about the book. Was the story exciting? Were the characters believable? Was the central idea or theme of the story clear?
- ☐ Plan and write an outline for your book review. Identify your audience.

Writing:

- ☐ Answer the four main questions of the book review.
- ☐ Use evidence from the book to back up your opinion. For example, if you like the plot, explain why you liked it.
- ☐ Revise and edit your book review looking for errors such as spelling and punctuation.
- ☐ Make sure you used facts from the book to back up your opinion.

Post-writing:

- ☐ Publish your final copy.
- ☐ Share your book review with others.
- ☐ Listen to the responses of others.
- ☐ Reflect on your book review. After you listened to responses from others who read the same book did any of your opinions change?

Fiction Book Review

Name: _____

Title of book: _____

Author's name: _____

Part #1

What is the book about? Who are the characters? Where and when does the story take place? What is the main idea of the story?

_____

_____

_____

_____

_____

_____

Part #2

Write three things you liked about the book. Use examples from the story to explain your opinion.

1. _____

_____

_____

2. _____

_____

_____

Fiction Book Review

Name: _____

3. _____

_____

_____

Part #3
Write one or two things you did not like about the story or book, or what you felt was missing from the book. Use examples from the story to back up your opinion. Give suggestions about how the author might have done it differently or better.

1. _____

_____

_____

2. _____

_____

_____

Part #4
Overall, I thought this book was_____

_____

I learned _____

_____ from the book. I (would or would not)

recommend this book to others because _____

_____

Non-Fiction Book Review

Name: _____

Title of book: _____

Author's name: _____

Part #1
What is the book about?

_____

_____

_____

_____

Part #2
Write three things you liked about this book.

1. _____

_____

_____

2. _____

_____

_____

Non-Fiction Book Review

Name: _____

3. _____

_____

_____

Part #3
Write one or two things you did not like about the book, or what you felt was missing. Use examples from the book to back up your opinion. Give the author suggestions for doing it differently.

1. _____

_____

2. _____

_____

Part #4
Overall, I thought this book was

_____

_____

I learned _____

_____ from the book. I (would or would not)

recommend this book to others because _____

_____

BLM 4.6

The Review Rating Scale

Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of the required knowledge and skills.
Level 3- student consistently demonstrates the required knowledge and skills..
Level 4- student thoroughly demonstrates the required knowledge and skills.

1. Understood the purpose of a review.	1	2	3	4
2. Identified main idea of the selected book (fiction or non-fiction).	1	2	3	4
3. Identified at least 3 positive components of the book.	1	2	3	4
4. Made a suggestion of a way to improve the book.	1	2	3	4
5. Stated an opinion about the book using evidence from the text.	1	2	3	4
6. Provided a clear summary statement about the book.	1	2	3	4
7. Used the conventions correctly.	1	2	3	4
8. Used planning sheet effectively.	1	2	3	4

Comments:

What is a Photograph?

- A photograph is a picture of an object, a person, or a scene, on a flat surface taken by a camera. A photograph is two-dimensional.
- A photograph shows one moment frozen in time, from a person's point of view. The point of view is what the photographer wants you to see and feel.
- A photograph requires light in order for a picture to be taken.
- A photograph contains many details, even if the picture is simple.

Terms used in Photography

Subject: This is what the picture is about. For example, the picture or subject may be a person, a tree, a building, or an animal.

Frame: This is how the photographer decides what will go in the picture, or how the picture will be cut off from the subject's surroundings. For example, a boy may be flying a kite in a field, but the photographer may want to frame, or only photograph, the boy's face looking at the kite.

Camera Angle: This is the position of the camera when taking a picture. For example:

1. a high angle picture is when the photograph is taken above the subject.
2. A low angle picture is when the photograph is taken below the subject.
3. An eye-level angle picture is when the photograph is taken at the same level as the photographer's eyes.

Camera Distance: This is how far the camera is placed from the subject when a picture is being taken. There are four main camera distances:

1. Extreme close-up (XCU). An example of an extreme close-up might be a picture of a person's eye.
2. Close-up (CU). An example of a close-up might be a picture of a person's face.
3. Medium shot (MS). An example of a medium shot might be a picture of person's whole body.
4. Long Shot (LS). An example of a long shot might be a picture of person standing in a field.

How to Create a Photo Essay

A **Photo Essay** is another way to communicate, tell a story, and describe an object, person, and/or event. A photo essay uses pictures and few words to tell the audience about a subject. A photo essay is organized with a beginning, middle, and an end.

Pre-writing:

- ☐ Brainstorm ideas for photo essays, e.g., the life of a medieval person, a science experiment, the life of a person.
- ☐ Choose your subject for the photo essay.
- ☐ Conduct research on your subject. What is the purpose of your photo essay? Decide what you want to communicate about the subject.
- ☐ Draw up a plan. Identify the organization of the pictures.

Writing:

- ☐ Collect pictures of the subject, e.g., take or collect photographs from home, a magazine, or a catalogue.
- ☐ Using your plan, decide which pictures best represent what you want to communicate.
- ☐ Choose and organize the pictures according to your plan, e.g., beginning, middle, end.
- ☐ Write interesting captions or sentences for each picture to tell a story or inform the audience about your subject.
- ☐ Review your photo essay and captions. Does it complement your idea? Are the pictures sequenced or grouped effectively?
- ☐ Revise and edit the written captions. Make sure the words, sentences, and captions match the pictures. Check for spelling and punctuation errors.

Post-writing:

- ☐ Publish your final photo essay. Place pictures in final sequence with a suitable border or frame. Use colour and different size print to write your captions.
- ☐ Share your published photo essay.
- ☐ Listen to the responses of the readers and viewers.
- ☐ Reflect on the photo essay. Did the audience understand what you were showing? Would you now choose different pictures or a different order?

Planning a Photo Essay

What is your subject? _____

What is your photo essay going to communicate?

_____

_____

Who is your audience? _____

Possible title of the photo essay: _____

Identify the photo essay sequence.

(a) What will the beginning of the photo essay communicate?
What are some possible captions?

_____

_____

_____

(b) What will the middle of the photo essay communicate?
What are some possible captions?

_____

_____

_____

(c) What will the end of the photo essay communicate?
What are some possible captions?

_____

_____

_____

Use the back of this sheet to list each picture and identify the camera angle and distance used in it.

BLM 5.4

Photo Essay Rating Scale

Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of required knowledge and skills.
Level 3- student consistently demonstrates the required knowledge and skills.
Level 4- student comprehensively demonstrates the required knowledge and skills.

1. Identified camera angles and camera distances.	1	2	3	4
2. Demonstrated an understanding of specialized terms.	1	2	3	4
3. Identified purpose of a photo essay.	1	2	3	4
4. Reached target audience for the photo essay.	1	2	3	4
5. Communicated a message in the photo essay.	1	2	3	4
6. Organized images in the photo essay in a meaningful way.	1	2	3	4
7. Selected effective images/pictures for photo essay.	1	2	3	4
8. Used effective captions to accompany images.	1	2	3	4
9. Used planning sheet effectively.	1	2	3	4

Comments:

BLM 6.1

Writing and Analysing Parables

]

Title

Setting

Plot

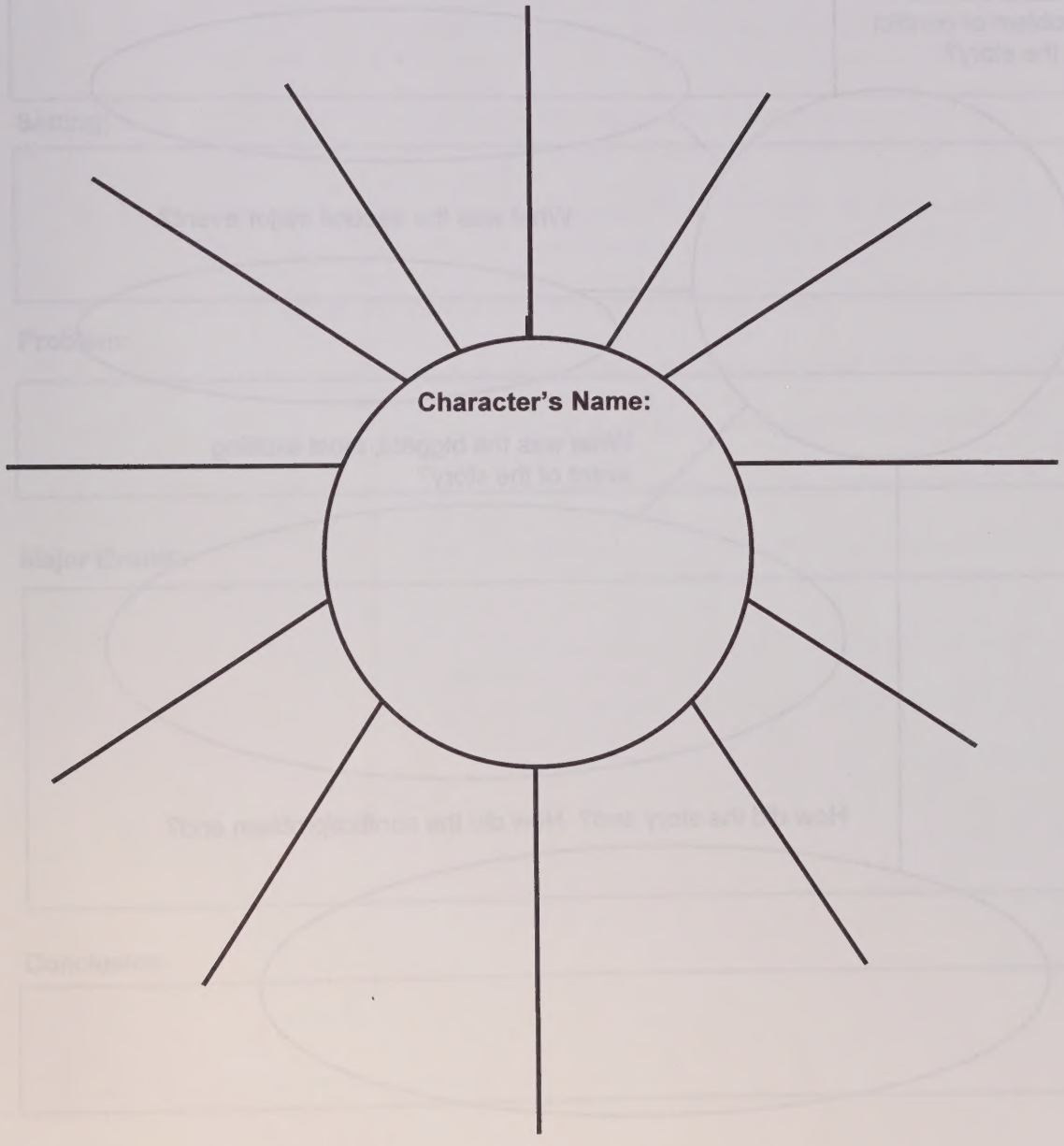
Characters

Central Idea or Message

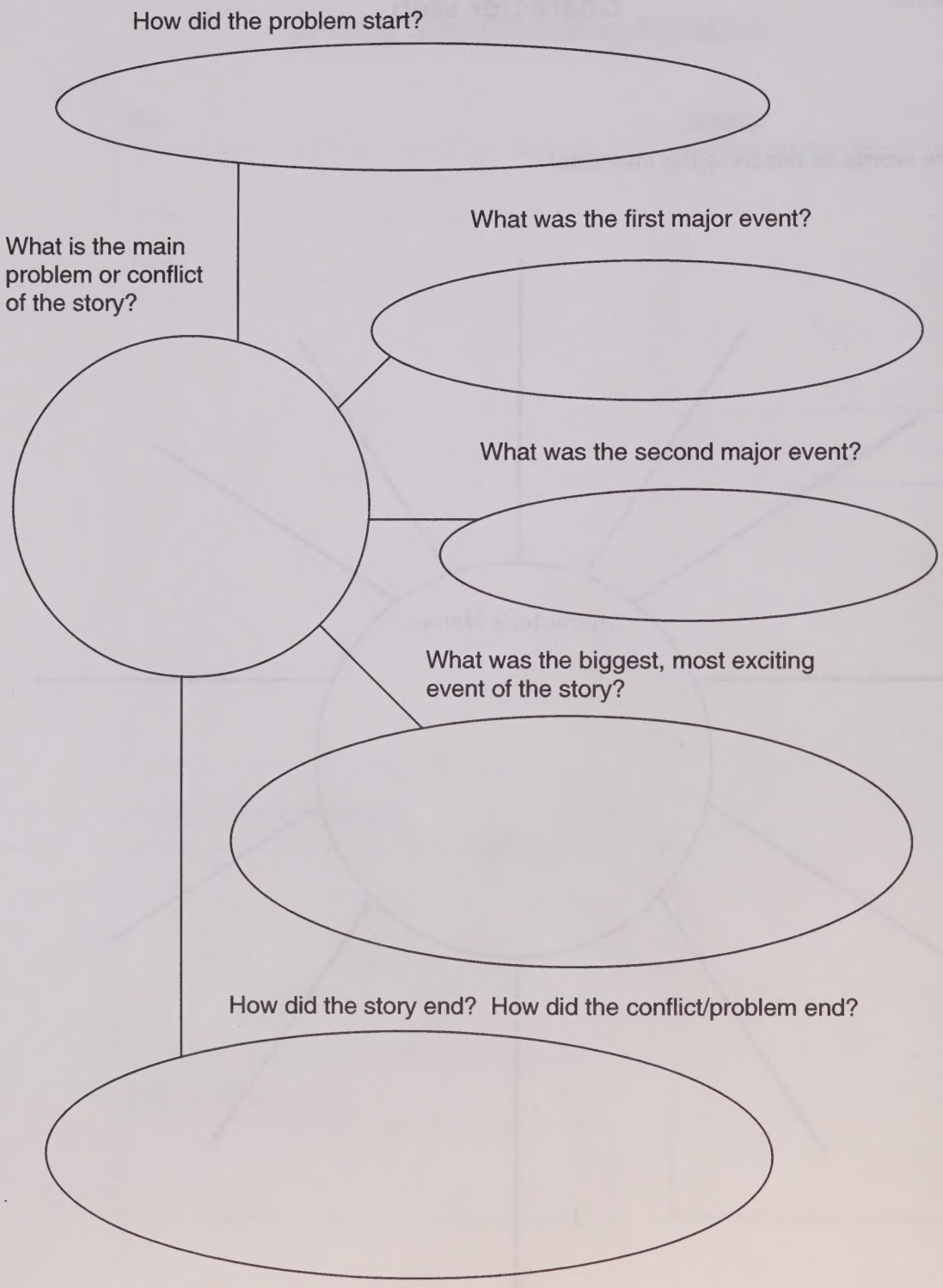
Point of View

Character Web

Write words to describe the character.



Plot Diagram


How did the problem start?
What is the main problem or conflict of the story?
What was the first major event?
What was the second major event?
What was the biggest, most exciting event of the story?
How did the story end? How did the conflict/problem end?

Story Map

Title:

Characters:

Setting:

Problem:

Major Events:

Conclusion:

BLM 6.5

The Short Story Rating Scale

Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of the required knowledge and skills.
Level 3- student consistently demonstrates the required knowledge and skills.
Level 4- student thoroughly demonstrates the required knowledge and skills.

1.	Demonstrated an understanding of the elements of a short story.	1 2 3 4
2.	Demonstrated an understanding of the concept of point of view.	1 2 3 4
3.	Rewrote a parable using the same plot formula in a modern day context.	1 2 3 4
4.	Conveyed a clear message or central idea in a parable.	1 2 3 4
5.	Developed character in a short story.	1 2 3 4
6.	Developed a sequential organized plot line.	1 2 3 4
7.	Developed and described the setting in a short story.	1 2 3 4
8.	Developed and described a problem/conflict and major events in a short story.	1 2 3 4
9.	Completed story map.	1 2 3 4
10.	Used story map effectively.	1 2 3 4

Comments:

News Report
(Teacher Reference)

The **Introduction** of a news report contains the main idea. It identifies the **WHO** and the **WHAT** of the story.

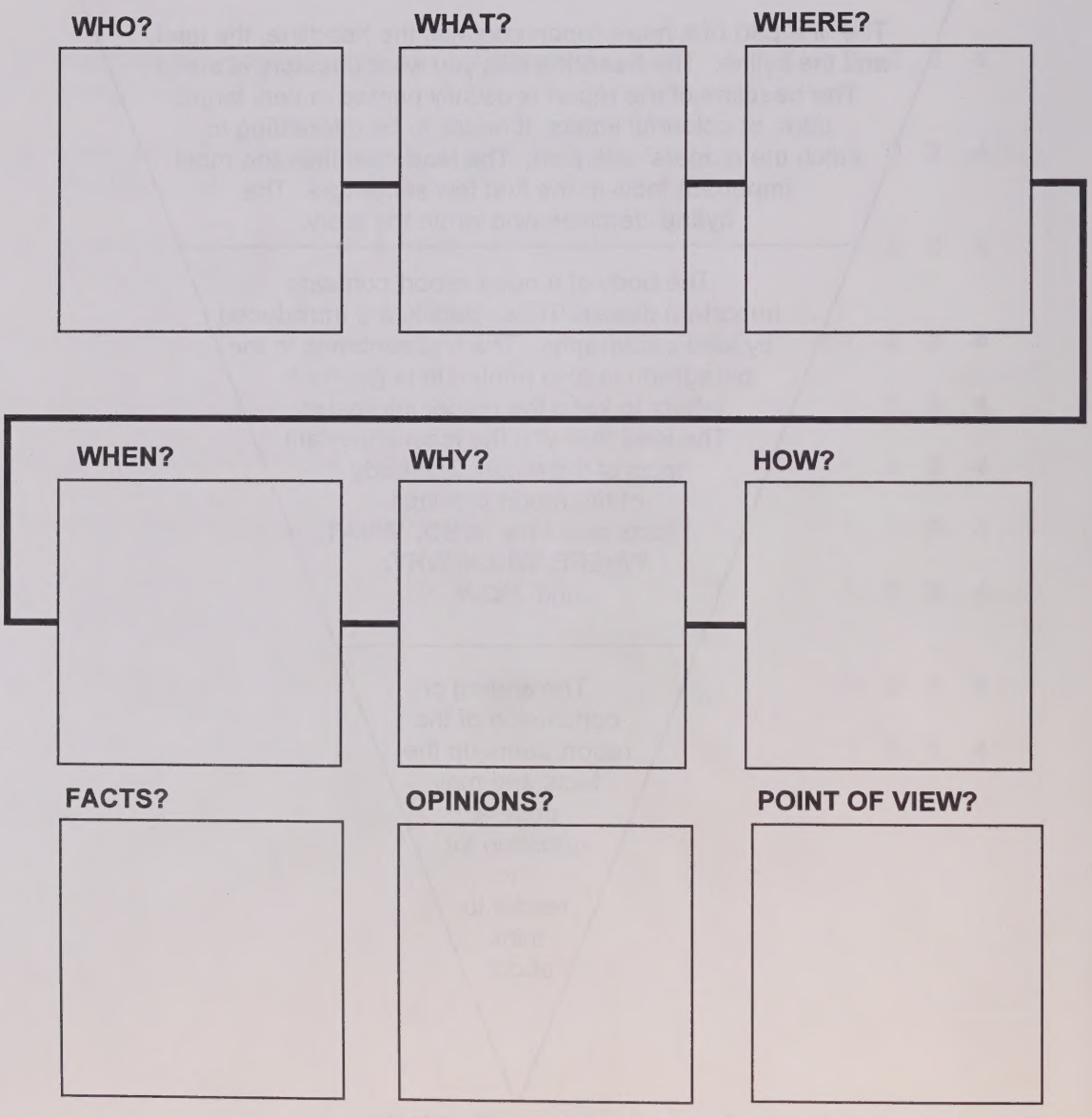
The first part of a news report contains the headline, the lead, and the byline. The **headline** tells you what the story is about. The headline of the report is usually printed in very large, dark, or colourful letters. It needs to be interesting to catch the readers' attention. The **lead** identifies the most important facts in the first few sentences. The **byline** identifies who wrote the story.

The **body** of a news report contains important details. These details are introduced by **lead** paragraphs. The first sentence in the paragraph is also printed in large, dark letters to keep the reader interested. The lead tells you the most important facts of the report. The body of the report provides facts about the **WHO, WHAT, WHERE, WHEN, WHY,** and **HOW**.

The **ending** or conclusion of the report sums up the facts and may pose a question for the reader to think about.

Illustrations and photographs help to bring the news report to life.
Written captions underneath the pictures help to attract the attention of the reader.

The News Report



BLM 7.3

How to Write A News Report

An **News Report** provides facts and details. It answers the following questions: who, what, where, when, why, and how.

Pre writing:

- ◻ Brainstorm ideas for a news report, e.g., science fair, school play, community event, sporting event.
- ◻ Choose your topic. Choose a topic that will attract the attention of the reader.
- ◻ Identify the audience, e.g., peers, young children, adults.
- ◻ Draw up a plan.
- ◻ Conduct research on your topic by reading material on the topic, observing an event first hand or interviewing people who participated in the event.

Writing:

- ◻ Write the lead, the first few opening sentences. The lead will provide the important details and facts. Indicate the who and the what in the lead.
- ◻ Write the body. The body should include paragraphs to answer the who, what, where, when, why, and how. The body contains interesting and important facts and statements.
- ◻ Write the ending of the news report. The ending sums up the facts. The ending may pose a question for the readers to think about.
- ◻ Revise and edit your news report by checking for spelling, grammar, and punctuation.

Post writing:

- ◻ Publish final copy using elements of published news reports, e.g., interesting bold headline, catchy lead sentences, photographs and captions.
- ◻ Share the published news report with intended audience.
- ◻ Listen to the responses of the reader and answer their questions.
- ◻ Reflect on the news report. Was the report factual?

The Report Rating Scale

Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of the required knowledge and skills.
Level 3- student consistently demonstrates the required knowledge and skills.
Level 4- student thoroughly demonstrates the required knowledge and skills.

1.	Demonstrated an understanding of the difference between fact and opinion.	1 2 3 4
2.	Demonstrated an understanding of the parts of an investigative news report (headline, lead, byline).	1 2 3 4
3.	Analysed an investigative news report answering the questions who, what, where, when, why and how.	1 2 3 4
4.	Demonstrated an understanding of the structure of an investigative news report (introduction, body, ending).	1 2 3 4
5.	Organized and wrote an opinion report.	1 2 3 4
6.	Provided evidence and examples to support opinions.	1 2 3 4
7.	Used quotation marks effectively.	1 2 3 4
8.	Used planning sheets effectively.	1 2 3 4
9.	Completed all planning sheets.	1 2 3 4
10.	Revised and editted final reports.	1 2 3 4

Comments:

BLM 8.1

The Published Magazine

You have been hired by the school to be a part of a publishing team. While creating the magazine, you will need to work collaboratively with a team consisting of two to four members.

Contents of the Magazine:

* Cover page for the magazine
* Table of Contents
* Interviews
* Advertisements
* Reviews
* Images, e.g., character collages, photo essays
* Short stories
* Investigative Reports

The task of the team is to:

- design the magazine's cover, e.g, title, layout, logo, cover illustration;
- select and choose the various written articles and visual images;
- revise, edit, and collate the contents of the magazine;
- present the published magazine to the class.

The task of the individual team member is to:

- work cooperatively and collaboratively as a team member;
- assist team members in the selection process of the various written articles and images to be used in the published magazine;
- respect and respond to the group's decisions concerning which selections from your body of work will published in the magazine;
- revise and edit your work which has been chosen to be published in the magazine, based on the suggestions of the team and your teacher; (at least two written items plus any others that are chosen)
- assist in the final revising and editing of the magazine;
- present the published magazine to the class.

Planning a Magazine

Before Publishing - The Decision Making Process:

- ☐ Team members share the contents of each member's magazine portfolio.
- ☐ Discuss: What common elements are there in each member's portfolio? Are there common articles on sports, fashion, classroom, or school community events?
- ☐ What do you want your magazine to represent? Based on each member's portfolio, can you create a theme based magazine, or do you want a magazine that contains articles and pictures that are very different?
- ☐ Make a decision on the type of magazine you are going to publish (theme based or a general magazine).
- ☐ What is the purpose of the magazine? Who is your audience?
- ☐ Brainstorm ideas for the title, layout, colours, style, and size of print.
- ☐ Decide on what interviews, advertisements, reviews, short stories, images, and investigative reports will go into the published magazine. Identify and explain the reason why certain pieces were chosen.
- ☐ Decide on the order of the contents of the magazine. Identify and explain the reason for the order of the contents of the magazine.

Publishing Process:

- ☐ Make final decisions and write a plan of action for the magazine.
- ☐ Revise and edit the interviews, advertisements, reviews, short stories, images, and investigative reports that will go into the published magazine.
- ☐ Create a magazine cover based on the plan of action.
- ☐ Review and discuss contents of the magazine.
- ☐ Publish final good copies of the components of the magazine using the elements of published texts in an attractive manner.

Post-Publishing Process:

- ☐ Share published magazine with audience.
- ☐ Listen to the responses of the readers.
- ☐ Reflect on the publishing process, e.g., what do you like about your magazine? What would you change about your magazine? How did the team work together?

Planning Sheet for Publishing a Magazine

Team Members: _____

Purpose of Magazine: _____

_____

Magazine's audience: _____

Title of Magazine: _____

Identify selections for the magazine, the reason they were chosen, and who will be contributing them.

Interviews:

_____

_____

_____

_____

_____

Advertisements:

_____

_____

_____

_____

_____

Planning Sheet for Publishing a Magazine

Reviews:

Image Selections - Character Collage or Photo Essay

Short Stories:

Investigative Reports:

The Magazine Rating Scale

Overall Rating
Level 1- student demonstrates the required knowledge and skills in a limited way.
Level 2- student demonstrates some of the required knowledge and skills.
Level 3- student consistently demonstrates the required knowledge and skills.
Level 4- student thoroughly demonstrates the required knowledge and skills.

1. Cover
   - catchy title 1 2 3 4
   - effective layout 1 2 3 4
   - logo/cover reflects the content of the magazine 1 2 3 4

2. Table of Contents
   - complete 1 2 3 4

3. Interview(s):
   - created and asked well developed questions 1 2 3 4
   - used quotation marks effectively 1 2 3 4
   - presented information clearly and honestly 1 2 3 4

4. Advertisement(s):
   - delivered a clear, basic message 1 2 3 4
   - effective visual image apparent 1 2 3 4

5. Review(s):
   - identified main idea of the selected book 1 2 3 4
   - stated opinion about the book using evidence from the text 1 2 3 4
   - provided clear summary statement about the book 1 2 3 4

6. Image(s):
   - communicated a message (in photo essay/collage) 1 2 3 4
   - organized images in a meaningful way 1 2 3 4
   - used effective captions to accompany images 1 2 3 4

7. Short Stories(s):
   - developed characters in the short story 1 2 3 4
   - developed a sequential, organized plot line 1 2 3 4
   - conveyed central idea or message 1 2 3 4

8. Investigative Report(s):
   - provided evidence and examples to support opinions 1 2 3 4
   - used quotation marks effectively 1 2 3 4
   - organized and wrote a sequential investigative report 1 2 3 4

9. Proofread and edited the magazine for the selections made 1 2 3 4

10. Provided explanations for the selections made 1 2 3 4

11. Well organized 1 2 3 4

12. Used planning sheets effectively 1 2 3 4

Self-Assessment: Cooperative Skills

Name: _____

Circle the number that best fits the statement.

1- rarely 2- sometimes 3 - usually 4 - always

A. I followed instructions.	1	2	3	4
B. I accepted the job I was given, e.g., recording information.	1	2	3	4
C. I encouraged everyone to participate.	1	2	3	4
D. I contributed ideas to the group.	1	2	3	4
E. I respected and listened to the opinions of others, even if they differed from mine.	1	2	3	4
F. I assisted other students in the group when they needed help.	1	2	3	4
G. I worked as a team member to complete the task given.	1	2	3	4
H. I used a quiet voice when working in groups being mindful of the other people in the room.	1	2	3	4
I. I accepted compliments for completing my task properly and I gave praise to members of my group.	1	2	3	4

Self-Reflection

Name: _____

What did I like about my work?

How could I improve my work?

What did my peers like about my work?
What suggestions did my peers have?

Three things I learned are:

Student Name:_____
Date:_____

Culminating Task Rubric

for use with Subtask 8 : The Published Magazine

from the Grade 4 Unit: **Classroom Capers: Creating a Magazine**

Expectations for this Subtask to Assess with this Rubric:

4e7 • revise and edit their work, using feedback from the teacher and their peers;

4e8 • proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;

4e25 – label and use pictures and diagrams appropriately;

4e60 • create media works;

4e67 – use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Communication **4e67** - group work strategies e.g., brainstorming, reporting, summarizing, sharing, contributing	- limited use of appropriate strategies to organize and carry out group projects - demonstrates cooperation in limited ways (e.g., respectful of opinions, contributes ideas, shares in decision making). - limited acceptance of various roles within the group (encourager, recorder, time keeper).	- uses some appropriate strategies to organize and carry out group projects - demonstrates some cooperation (e.g., respectful of opinions, contributes ideas, shares in decision making) - accepts some roles within the group (encourager, recorder, time keeper).	- uses appropriate strategies to organize and carry out group projects - demonstrates cooperation (e.g., respectful of opinions, contributes ideas, shares in decision making) - accepts various roles within the group (encourager, recorder, time keeper).	- uses appropriate strategies to effectively organize and carry out group projects - demonstrates cooperation (e.g., respectful of opinions, contributes ideas, shares in decision making) - accepts various roles within the group (encourager, recorder, time keeper).
Organization **4e7, 4e8** - writing process	- limited use of feedback when editing and revising work - uses a few of the conventions when proofreading and publishing written work - limited use of beginning, middle, and a logical end in magazine articles - sentences and paragraphs use a few supporting details to convey the purpose of the article.	- demonstrates some use of feedback when editing and revising work effectively - uses some of the conventions when proofreading and publishing written work - magazine articles show some evidence of a beginning, middle, and end - sentences and paragraphs are somewhat organized using some supporting details to convey the purpose of the article.	- uses feedback when editing and revising work - uses most of the conventions when proofreading and publishing written work - magazine articles have a clear beginning, middle, and a logical end - sentences and paragraphs are organized using supporting details to convey the purpose of the article.	- uses feedback when editing and revising work with a high degree of effectiveness - accurately uses all of the conventions when proofreading and publishing written work - magazine articles flow smoothly and logically with a clear beginning, middle, and end - sentences and paragraphs are clearly and effectively organized using supporting details to convey the purpose of the article.
Reasoning **4e60** - assessing information and ideas in drawing relevant conclusion about content	- applies decision making strategies with limited effectiveness - explains the content choices that demonstrate limited relevance to the purpose of the media works.	- applies decision making strategies with some effectiveness - explains the content choices that are somewhat elated to the purpose of the media works.	- applies decision making strategies with considerable effectiveness - explains the content choices that are considerably related to the purpose of the media works.	- applies decision making strategies with a high degree of effectiveness - explains the content choices that are consistently related to the purpose of the media works.
Conventions/Application **4e25** - design conventions - media techniques - magazine layout (labelling, colour, spacing margins, size, font, captions, title, images)	- applies a few of the design conventions, media techniques, and magazine layout features.	- applies some of the design conventions, media techniques, and magazine layout features.	- applies most of the design conventions, media techniques, and magazine layout features.	- applies all or almost all of the design conventions, media techniques, and magazine layout features.

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Language A Unit for Grade 4

			Selected	Assessed
English Language---Writing				
☐	3e3	• organize information into short paragraphs that contain a main idea and related details;		1
☐	3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
English Language---Reading				
☐	3e36	– identify and restate the main idea in a piece of writing, and cite supporting details;		1
☐	3e38	– distinguish between fact and fiction;		1
English Language---Oral and Visual Communication				
☐	3e63	– contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;		1
☐	3e64	– identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;	1	
English Language---Writing				
☐	4e1	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);		1
☐	4e2	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);		2
☐	4e3	• organize and develop ideas using paragraphs (e.g., to tell a story);		1
☐	4e5	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;		2
☐	4e7	• revise and edit their work, using feedback from the teacher and their peers;	2	2
☐	4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;	1	3
☐	4e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
☐	4e14	– use a variety of sentence types correctly and appropriately (e.g., questions, exclamations);		1
☐	4e17	– use quotation marks for direct speech;		1
☐	4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);	1	1
☐	4e25	– label and use pictures and diagrams appropriately;		1
English Language---Reading				
☐	4e30	• state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;		1
☐	4e34	– identify the main idea in a piece of writing, and provide supporting details;		1
☐	4e35	– identify and describe elements of stories (e.g., plot, central idea, characters, setting);		1
☐	4e36	– make inferences while reading;	1	
☐	4e39	– retell a story by adapting it for presentation in another way (e.g., as a dramatization);		1
☐	4e41	– begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);		1
☐	4e42	– identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters);	1	
☐	4e51	– use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).	2	
English Language---Oral and Visual Communication				
☐	4e52	• communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;		1
☐	4e53	• ask questions on a variety of topics and respond appropriately to the questions of others;	1	1
☐	4e56	• contribute and work constructively in groups;		1
☐	4e58	• identify several types of media works and some techniques used in them;		1
☐	4e59	• analyse media works;	1	
☐	4e60	• create media works;		2
☐	4e66	– listen to others and stay on topic in group discussion;	1	
☐	4e67	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);		1
☐	4e68	– identify camera angles and distance from the subject in photographs and describe their effects on the viewer's perceptions;		1
☐	4e69	– identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);		1

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		Selected	Assessed
The Arts---Visual Arts			
☐ 4a43	– produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);		1
The Arts---Drama & Dance			
☐ 4a50	• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (e.g., techniques used in the activity of "inner and outer circle");		1

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Language A Unit for Grade 4

Expectation Summary

Selected | Assessed

English Language

4e1	1	4e2	2	4e3	1	4e4		4e5	2	4e6		4e7	2	2	4e8	1	3	4e9		4e10	1
4e11		4e12		4e13		4e14	1	4e15		4e16		4e17		1	4e18			4e19		4e20	
4e21		4e22	1	1	4e23	4e24		4e25	1	4e26		4e27			4e28			4e29		4e30	1
4e31		4e32			4e33	4e34	1	4e35	1	4e36	1	4e37			4e38			4e39	1	4e40	
4e41	1	4e42	1		4e43	4e44		4e45		4e46		4e47			4e48			4e49		4e50	
4e51	2	4e52		1	4e53	1	1	4e54		4e55		4e56		1	4e57		1	4e59	1	4e60	2
4e61		4e62			4e63	4e64		4e65		4e66	1	4e67		1	4e68		1	4e69	1	4e70	

French as a Second Language

4f1	4f2	4f3	4f4	4f5	4f6	4f7	4f8	4f9	4f10
4f11	4f12	4f13	4f14	4f15	4f16	4f17	4f18	4f19	4f20

Mathematics

4m1	4m2	4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10
4m11	4m12	4m13	4m14	4m15	4m16	4m17	4m18	4m19	4m20
4m21	4m22	4m23	4m24	4m25	4m26	4m27	4m28	4m29	4m30
4m31	4m32	4m33	4m34	4m35	4m36	4m37	4m38	4m39	4m40
4m41	4m42	4m43	4m44	4m45	4m46	4m47	4m48	4m49	4m50
4m51	4m52	4m53	4m54	4m55	4m56	4m57	4m58	4m59	4m60
4m61	4m62	4m63	4m64	4m65	4m66	4m67	4m68	4m69	4m70
4m71	4m72	4m73	4m74	4m75	4m76	4m77	4m78	4m79	4m80
4m81	4m82	4m83	4m84	4m85	4m86	4m87	4m88	4m89	4m90
4m91	4m92	4m93	4m94	4m95	4m96	4m97	4m98	4m99	4m100
4m101	4m102	4m103	4m104	4m105	4m106	4m107	4m108	4m109	4m110
4m111	4m112	4m113	4m114	4m115	4m116	4m117	4m118	4m119	

Science and Technology

4s1	4s2	4s3	4s4	4s5	4s6	4s7	4s8	4s9	4s10
4s11	4s12	4s13	4s14	4s15	4s16	4s17	4s18	4s19	4s20
4s21	4s22	4s23	4s24	4s25	4s26	4s27	4s28	4s29	4s30
4s31	4s32	4s33	4s34	4s35	4s36	4s37	4s38	4s39	4s40
4s41	4s42	4s43	4s44	4s45	4s46	4s47	4s48	4s49	4s50
4s51	4s52	4s53	4s54	4s55	4s56	4s57	4s58	4s59	4s60
4s61	4s62	4s63	4s64	4s65	4s66	4s67	4s68	4s69	4s70
4s71	4s72	4s73	4s74	4s75	4s76	4s77	4s78	4s79	4s80
4s81	4s82	4s83	4s84	4s85	4s86	4s87	4s88	4s89	4s90
4s91	4s92	4s93	4s94	4s95	4s96	4s97	4s98	4s99	4s100
4s101	4s102	4s103	4s104	4s105	4s106	4s107	4s108	4s109	4s110
4s111	4s112	4s113	4s114	4s115	4s116	4s117	4s118	4s119	4s120
4s121	4s122	4s123							

Social Studies

4z1	4z2	4z3	4z4	4z5	4z6	4z7	4z8	4z9	4z10
4z11	4z12	4z13	4z14	4z15	4z16	4z17	4z18	4z19	4z20
4z21	4z22	4z23	4z24	4z25	4z26	4z27	4z28	4z29	4z30
4z31	4z32	4z33	4z34	4z35	4z36	4z37	4z38	4z39	4z40
4z41	4z42	4z43	4z44	4z45	4z46	4z47	4z48	4z49	4z50
4z51	4z52	4z53	4z54	4z55	4z56	4z57	4z58	4z59	4z60
4z61	4z62								

Health & Physical Education

4p1	4p2	4p3	4p4	4p5	4p6	4p7	4p8	4p9	4p10
4p11	4p12	4p13	4p14	4p15	4p16	4p17	4p18	4p19	4p20
4p21	4p22	4p23	4p24	4p25	4p26	4p27	4p28	4p29	4p30
4p31	4p32	4p33	4p34	4p35	4p36				

The Arts

4a1	4a2	4a3	4a4	4a5	4a6	4a7	4a8	4a9	4a10
4a11	4a12	4a13	4a14	4a15	4a16	4a17	4a18	4a19	4a20
4a21	4a22	4a23	4a24	4a25	4a26	4a27	4a28	4a29	4a30
4a31	4a32	4a33	4a34	4a35	4a36	4a37	4a38	4a39	4a40
4a41	4a42	4a43	1	4a44	4a45	4a46	4a47	4a48	4a49	4a50	1
4a51	4a52	4a53		4a54	4a55	4a56	4a57	4a58	4a59	4a60
4a61	4a62	4a63		4a64	4a65	4a66	4a67	4a68	4a69	4a70

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Language A Unit for Grade 4

Analysis Of Unit Components

8 Subtasks
49 Expectations
78 Resources
77 Strategies & Groupings

-- Unique Expectations --
35 Language Expectations
2 Arts Expectations

Resource Types

1 Rubrics
31 Blackline Masters
0 Licensed Software
17 Print Resources
0 Media Resources
0 Websites
27 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
2 Companion Bookmarks

Groupings

8 Students Working As A Whole Class
3 Students Working In Pairs
8 Students Working In Small Groups
7 Students Working Individually

Teaching / Learning Strategies

3 Advance Organizer
1 Analysing Bias/stereotype
1 Brainstorming
1 Collaboration
1 Discussion
3 Guided Exploration
1 Media Analysis
1 Numbered Heads
1 Peer Practice
1 Review
1 Story Mapping
1 Tableau
2 Writing Process

Assessment Recording Devices

6 Anecdotal Record
7 Rating Scale
1 Rubric

Assessment Strategies

2 Conference
1 Essay
3 Exhibition/demonstration
4 Observation
2 Performance Task
7 Self Assessment